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ABSTRACT

This guidebook is intended for use by local personnel during the planning, development, implementation, and evaluation of an education for employment system. (An education for employment system is defined as a consortium of high schools and area vocational centers, working with the local community colleges, which pools resources to meet the education for employment needs of the area's youth and adults.) An introduction and materials for the first three phases for establishing regional systems are included. (Materials for the final two phases are being developed.) The introduction contains the policy statement and administrative plan, as well as a discussion of the mission and characteristics of education for employment. Phase I covers the development of a planning grant proposal; it is concerned with initiating the planning process in a local area and includes a sample planning grant proposal format and instruction. Phase II guidelines emphasize establishing a project operating structure, collecting and analyzing information for program decision making, developing a comprehensive information dissemination program, and developing and formalizing a joint agreement. Appendixes to this section include sample questionnaires, forms, and joint agreements. Phase III guidelines include instructions for (1) developing cooperative agreements and policy manuals for systems that have formalized a cooperative agreement, (2) verifying a task list, and (3) developing articulation agreements. Appendixes to this section include a recommended articulation outline for community college districts and the secondary education for employment as well as samples of comprehensive and specific articulation. (YLB)

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EDUCATION FOR
EMPLOYMENT
GUIDEBOOK

Illinois
State Board of
Education

Adult,
Vocational and
Technical Education

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EDUCATION FOR EMPLOYMENT

FOREWARD

On December 13, 1984, the Illinois State Board of Education approved a new policy statement and administrative plan for education for employment. The policy statement is a clear indication of the State Board's timely support of the education for employment program. The statement emphasizes the need to provide high-quality education for employment options for students. Together, the policy and administrative plan will guide the long-term development of the state's education for employment program.

This Guidebook is intended for use by local personnel during the planning, development, implementation and evaluation of education for employment system. The Guidebook is designed to be developmental in nature. Additional sections will be added, at appropriate times, during the next two years.

Users of this Guidebook are encouraged to seek help from Technical Assistance Team members of the Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

GUIDELINES FOR DEVELOPMENT OF EDUCATION FOR EMPLOYMENT SYSTEMS

INTRODUCTION

ILLINOIS
STATE BOARD OF
EDUCATION

DEPARTMENT OF
ADULT, VOCATIONAL AND
TECHNICAL EDUCATION

INTRODUCTION
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INTRODUCTION

Purpose and Use of the Publication

This publication is intended to be a manual or guidebook for managers of education for employment systems. An education for employment system is defined herein as a consortium of high schools and area vocational centers, working with the local community colleges, which pools resources to best meet the education for employment needs of the area's youth and adults. The basic structure of this manual will include five phases for establishing regional systems.

Phase I--Development of a Planning Grant (June 30, 1985)

Phase II--Program Planning Public Relations and Joint Agreement (June 30, 1985)

Phase III--Program Development and Articulation (June 30, 1986)

Phase IV--The Implementation of the Regional Education for Employment Plan (Spring, 1988)

Phase V--Operation of Education for Employment Systems (August, 1988)

Rationale and Mission for Education for Employment

In July, 1982, the Illinois State Board of Education directed the State Superintendent to conduct a comprehensive policy study of education for employment. Since, many representatives of employment sectors and educators have been involved in various ways. The first major document generated was "Education for Employment Policy Study: A Preliminary Report," April, 1983. It entailed a brief history of action and thought in vocational education and a description of vocational education, employment and training, career education, and adult education sponsored by the Illinois State Board of Education.

The second major document "Education for Employment Policy Study: Part II, A Report and Recommendations," June, 1983, contained initial recommendations which were approved by the Illinois State Board of Education in September, 1983. Four recommendations addressed problems requiring immediate attention: youth unemployment, staff development, facilities and equipment, and relationships with business, industry, and labor. Two recommendations called for development of a new policy on education for employment and a plan for delivery of programs and services. These recommendations were:

1. The State Board of Education should direct the State Superintendent to develop a new policy statement on education for employment which should incorporate the following premises and include consideration of vocational education, employment and training, career education, and adult education programs.

Premises - Education for Employment

Education for employment is a process within the overall purposes of schooling which supports the positions that:

- a. all students must learn in areas fundamental to their continuing development, and that
- b. all students must be assured of readiness for either immediate employment or continued education in preparation for later employment upon graduation from secondary school.

Education for employment is a responsibility shared by schools, the private employment sector and all levels of government to address the need for continuing development of individual and societal economic strength.

Education for employment must continuously address the evolving nature of employment market demands, technological advancements, the composition of the work force, and the academic, technical and attitudinal development of students.

- 2. The State Board of Education should direct the State Superintendent to develop, and recommend to the Board, a plan for regional delivery of education for employment which addresses the education and training needs of the state's youth and adult population.

At that time, it was recommended that a plan for delivery of education for employment include consideration of:

- a. a collaborative involvement of secondary and post-secondary schools and public and private employment sectors including local and regional branches of government,
- b. the population characteristics of the existing and emerging work force,
- c. an assurance of basic skills and continuing academic development of the students, at least through completion of secondary school,
- d. the development of appropriate counseling and other corollary support services to strengthen both program and employment placement for students, including an emphasis on individualized career planning for secondary and post-secondary students,
- e. the continuously evolving nature of state-of-the-art technology and the application of technology in traditional fields of employment,
- f. improved compatibility between program sites and employment environments, including an emphasis on equipment upgrading in both secondary and post-secondary program sites,

- g. a system for continuous staff upgrading and retraining to augment and update teacher preparation,
- h. an improved match between programs and employment market demand and availability, emphasizing local, regional and state-wide employment needs,
- i. an assessment system which incorporates criteria set in state regulation, comprehensive regional assessment program, and periodic reports to the State Board of Education regarding the results of the assessments and the ways in which the results will be used to modify the program and otherwise improve student learning, and
- j. systems of appropriate size and number to assure equitable access to all students, programs of sufficient scope and depth to address continuing needs, and cost-efficient administration of the systems.

A new State Board policy on education for employment, based on the premises adopted in September, 1983, now replaces the existing policy on vocational education. The policy establishes the Board's intent for legislative, administrative, and program direction in the allocation of resources and expected results of an education for employment delivery system.

The following policy statement and administrative plan was approved by the State Board of Education on December 13, 1984.

POLICY STATEMENT ON EDUCATION FOR EMPLOYMENT

The Illinois State Board of Education affirms that an important responsibility of the system of public education is to contribute to the preparation of students for entry into employment. The Board will pursue its responsibility in this area within the framework of the following policy:

Education for employment programs will share in meeting the fundamental responsibilities of public education to:

- a. assure that all students, whether youth or adult, attain appropriate levels of achievement in areas fundamental to their continuing development, and to
- b. assure that all students attain a satisfactory level of achievement appropriate to either immediate employment or advanced education in preparation for later employment.

Equal educational opportunities will be assured to all students by providing access to education for employment programs and services in a non-discriminatory and equitable manner.

Education for employment programs will be provided to youth and adults through a regionally organized secondary delivery system and the existing system of community colleges.

Education for employment programs that are supported with state and federal funds will be responsive to the changing nature of the labor market, to technological advances, to the changing characteristics of the work force, and to the academic, technical and attitudinal development of their students.

Education for employment programs and services will include a systematic program of curriculum renewal, staff development, and equipment modernization, each developed in conjunction with employers in their geographical area.

ADMINISTRATIVE PLAN FOR EDUCATION FOR EMPLOYMENT

The administrative plan provides the framework for addressing the principles of quality, access and efficiency. Within an organized system the more important elements of the framework are those local level partnerships that will offer programs to serve the employment needs of the area's youth and adult population.

Both the public school and community college systems have the commitment, capacity and capability to offer a wide variety of programs for youth and adults. This plan builds upon the characteristics which secondary and post-secondary institutions have in common--including use of advisory committees, facilities and equipment, and staff, among others--and provides for cooperation, shared resources, and articulated programs.

The following Administrative Plan for Education for Employment has been approved by the Illinois State Board of Education.

1. There will be multi-year implementation phases for identifying appropriate regions, developing articulation agreements, and submitting local plans. The sequence of events will be:
 - a. By July 1, 1986, public school districts receiving federal and state assistance will become participants in a system. In most instances, systems will be formed within the context of the educational service regions. Public schools in Cook County will form systems within the context of the community college districts. Public schools throughout Illinois, including Cook County, may elect to join together in consortiums outside of these educational structures if they

are demographically aligned into units that can best support a regional program.

- b. By July 1, 1987, secondary systems and the community colleges must meet and define articulation agreements and/or cooperative arrangements to be addressed in the local plan for education for employment as a condition for state approval of plans and programs. Agreements will provide for:
 - 1) programmatic alignment and continuity in a given occupational area between secondary and post-secondary institutions,
 - 2) transition of the student without unnecessary delay or duplication of effort from one institution to another in those occupational areas provided by both secondary and post-secondary institutions,
 - 3) cooperation in joint use, where possible, of facilities, equipment, and staff, and
 - 4) cooperative efforts in continuous planning, evaluation, and improvement of programs to serve both youth and adults as well as the area's economic needs.
 - c. By April 30, 1988, each regional secondary system and each community college will submit a plan for education for employment that includes: descriptions of the characteristics which form the basis for quality programs; identified program outcomes; staff development needs; related student services; business, industry, and labor involvement in the system; program improvement efforts; valid joint agreements and articulation agreements; administrative and program staffing; provision for vocational student organizations; equipment/facility needs; and other provisions as may be required by federal and/or state statute. Community college participation in programs and services may be included in either the local system plan, or where more appropriate and feasible, through the colleges' on-going system of planning.
2. The State Board of Education staff will gather and analyze data to prepare annual budget recommendations for the state's share of support of education for employment programs, including the expenditures anticipated in formulating and operating the regional systems.
 3. The State Board of Education staff will take the necessary steps to amend appropriate existing rules to accommodate development of systems including consideration of program approval criteria, facility needs, teacher training, and financial support.
 4. a. The State Board of Education staff will seek a formal written agreement with the Illinois Community College Board staff to

coordinate the planning, approval, evaluation, and reporting for vocational education programs within the community college system.

- b. The State Board of Education staff will collaborate with the Illinois Community College Board staff in a thorough analysis of the implementation of the new State Adult Education Act in order to clarify the planning and coordination of adult education between the two delivery systems.
5. The State Superintendent will seek alternatives for support of increased business and industry participation in the state's education for employment program, including continued support for the existing state advisory council as well as local advisory groups. To be included are alternative incentives that would lead to substantial increases in the number of: employers that donate state-of-the-art equipment or provide employee services in support of the education for employment system; employers that provide part-time employment for cooperative education students at the secondary or post-secondary levels; and employers that share facilities for student learning or for teacher training purposes.

The remaining sections of this introduction describe the mission and characteristics of regional systems, the role and function of the Illinois State Board of Education, and the need for flexibility, adaptability and innovation.

MISSION AND CHARACTERISTICS OF EDUCATION FOR EMPLOYMENT

The major characteristic of effective education for employment systems is local initiative and leadership. Illinois State Board of Education staff can help managers acquire numerical data which are essential to informed decisions regarding mission and scope of education for employment systems. Definitions of mission, geographic boundaries, and other characteristics are matters of local responsibility. Some of the matters which managers of systems should consider are introduced below.

1. Education for Employment Systems Must Address the Principles of Quality, Access and Efficiency.

The following three concerns emerged from the literature as well as from comments, and testimony from advisors and individuals representing education, government, business, industry, labor, and the professions:

Quality: High quality programs should result from careful management of several kinds of resources. Major ones of these are well organized curricula aligned with the job market, teachers and counselors who are fully knowledgeable of on-the-job practices, state-of-the-art facilities and equipment, and functioning relationships with employment sectors.

Access: Students should have expanded opportunity to participate in programs in keeping with their immediate and long-term needs and abilities. Students should have education for employment alternatives across the vocational spectrum and along the responsibility ladder.

Efficiency: Education for employment programs and support services should be cost effective. Some of the indexes of effectiveness should be minimum expenditure for planning/evaluation and other management/administration functions, enrollments large enough to merit costs and not so large that they deter learning effectiveness or probability of job placement, and sharing of resources such as facilities and personnel.

2. Education for Employment Systems Must Serve Adequate Population Bases.

Two major resources for high-quality vocational education offerings are student population and employment opportunity. Given the present structure of educational finance, it is exceedingly difficult to assure quality, access, and efficiency without both. Illinois State Board of Education staff studied twenty (20) variables such as unemployment rates, population, and language considerations and matched these with data which assessed the contiguity of counties and ideal sized intra-state education for employment programs. These data were compared with educational service regions, community college districts and service delivery areas identified by the Governor for job training partnership programs. Comparisons formed an index relating population and social, geographic, financial and economic characteristics. Of course, population base cannot be a sole consideration of what should be the geography of an educational system. Matters such as accessibility to existing high schools, area vocational centers, community colleges, distances and travel times, existing joint arrangements and/or agreements, and school size (large and small) are basic to addressing quality, access, and efficiency principles.

An appropriate population base for an education for employment system might include one or more educational service regions, parts of several educational service regions, part of one education service region, or, in Chicago and some other areas of the state, all high schools in a community college district. Examples of effective population bases are:

- a. Nine (9) high schools in an educational service region serving approximately 3,000 students in four rural counties and allied with a community college which conducts programs at several sites including two correctional centers.
- b. Three (3) urban districts in one end of an educational service region serving more than 25,000 students and in partnership with a large metropolitan community college.

3. Education for Employment Systems Must Utilize Labor Market Information in Assessing Short-term and Long-term Employment Opportunities.

The policy study on education for employment emphasized the role of the state--and the schools--in widely diverse and complex programs for vocational, employment and training, career and adult education. The study called for urgent change--the kind necessary for improving education for employment--which would result in administrative restructuring and set the framework for programs which quickly and smoothly to workplace changes and worker needs. Rapid technological change requires workers to upgrade their skills frequently. Technological change--transforming the workplace in dramatic ways--will continue to influence the nature of school and work. Changes in the characteristic's of the work force or labor-market demand as well as assumptions about student interest and teacher and equipment availability must determine program additions, modifications, and deletions.

Currency in education for employment programs requires comprehensive planning and coordination. Factors to be considered in education for employment program design include awareness of relevant state and federal mandates, and up-to-date information regarding, national, local and individual needs. Data should reflect employment needs and trends, i.e., present employment figures, information on employment shortages or surpluses, future plans and prospects for economic development in a region and related regions. Data are available on local, state and national levels.

4. Education for Employment Systems Must be Functionally Related to Business and Industry.

Private sector contributions to education for employment programs represent a substantial commitment of time and resources. The benefits of these contributions can be enhanced if they affect more local education agencies and thus more students. Representatives of the private sector welcome opportunities to relate to groups of local education agencies.

Traditionally, planning for education for employment has occurred on an individual school basis rather than on the basis of a comprehensive set of service providers in an area of sufficient size to reflect the needs of a diverse labor market. Regional design for effective education for employment delivery necessitates collaboration at all levels of the socio-economic strata. Responsibility should be shared by schools, private employment sectors and all governmental bodies. The Job Training Partnership Act (JTPA) and the new Carl D. Perkins Vocational Education Act recognized the need to promote public/private sector collaboration.

One key characteristic of education for employment is pooling and sharing of public and private resources such as facilities, equipment, and expertise. Potential public/private partnerships might be developed around the following:

- a. Industrial-based education and training programs that give students applied experience in the occupations for which they are being trained.
- b. Computer-related projects between education and employers for pooling and sharing of resources such as staff, facilities, equipment, software, etc., which increase the availability of computers for students.
- c. Partnerships which involve instructor upgrading and/or curriculum upgrading thereby increasing the relevance of job training programs.
- d. Partnerships which expand employment opportunities in enterprise zones for Job Training Partnership Act (JTPA) eligible individuals as part of the overall economic development effort.
- e. Pilot programs which will interest linkages between the education system and public housing officials to design effective ways to train and place unemployed housing tenants in jobs.

Public/private sector involvement is critical if programs selected and developed are to meet the needs of an area.

5. Education for Employment Systems Must be Functionally Related to Other Public and Private Educational Agencies.

Many agencies share instructional responsibilities with other public and private educational agencies in the surrounding area. Often, the local agency will provide orientation and skill preparation experiences in cooperation with business, industry, or the labor community. Examples of strategies by which local agencies provide education for employment are:

- a. In-School Vocational Instruction: classroom and laboratory experiences are conducted within the local education agency's existing facilities.
- b. Cooperative Agreements: local education agencies of the same type share instructional responsibilities for courses within a particular program.
- c. Contractual Arrangements: local educational agencies of different types share instructional responsibilities for a course(s) within a particular program.
- d. Extended Classroom: community facilities are utilized as an extension of a specific vocational program in which the instructor and students move from the local school to extended campus facilities for planned laboratory experiences.

- e. Cooperative Vocational Education: education is provided through written cooperative arrangements between the school and employers by alternating study in school with on-the-job training. These types of paid work experiences must be planned and supervised by the school and employers.
- f. Internship Experiences: an instructional process providing work and/or orientation experiences in paid or non-paid employment at a job site under the supervision of an instructor and experienced worker.
- g. Apprenticeship Training: education programs which are offered for apprentices who are employed to learn skilled trades. These programs of related instruction are made available to all persons interested in receiving this instruction.
- h. Entrepreneurship: a supervised occupational experience which involves some degree of student ownership and/or management. As a cooperative effort of the school and the students' parent or guardian, vocational experiences are provided at home, school, or other suitable locations under the supervision of an instructor.

Local citizens, representatives of business and industry, superintendents of educational service regions, board of education members, community college representatives, administrators and teachers of all participating school districts should work together closely during the initial planning of an education for employment system and continue to be involved during its operation and evaluation. Involvement is crucial; it helps participating agencies articulate programs and contributes to the area's successes.

ROLE AND FUNCTION OF THE ILLINOIS STATE BOARD OF EDUCATION

During planning and operational phases a great deal of the responsibility of education for employment system managers is to utilize resources provided directly or indirectly by the Illinois State Board of Education. Among these are:

1. The Illinois State Board of Education will provide technical assistance.

State Board technical assistance teams will provide assistance on matters associated with planning, developing and implementing education for employment systems. This assistance will include grant applications, data interpretation, program determinations, joint agreement development, articulation procedures and program implementation.

2. The Illinois State Board of Education will provide assistance with information sources.

The Illinois Vocational Curriculum Center (IVCC), Sangamon State University, Springfield, Illinois, provides a myriad of services including:

- a. library loan of curriculum and other vocational education related materials,
- b. VO SCAN an electronic bulletin board consisting of several conferences--their purpose being information exchange, a scanable Task Listing Catalog and "News" which allows access to select newsletters and other lengthy treatises. On-line capabilities include access to other federal vocational resource center holdings.

The Center also provides off-line computer related services such as workshops, software bibliography, and a hands-on computer testing facility. The Illinois Vocational Curriculum Center publication--Vocational Education Resources in Illinois: A Survey of the Offices and Agencies Dealing with Vocational Education Resource Utilization in Illinois-- provides information on these and other state resources.

Most publications developed by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education (ISBE/DAVTE) may be purchased at nominal cost from the Curriculum Publishing Clearinghouse at Western Illinois University, Macomb, Illinois.

3. The Illinois State Board of Education will provide funding.

Several kinds of funding will assure long term stability and capability of education for employment systems. Systems will be eligible for the following:

- a. planning grant monies prior to beginning operations.
- b. annual applications for funding will be made for three kinds of partial reimbursements:
 - 1) program maintenance will be funded via the formula reimbursement process. Annual applications should include plans for elementary occupational information programs.
 - 2) special population grants will be reimbursed via the funding agreement process.
 - 3) quality assistance programs will also be reimbursed via the funding agreement process.

Depending upon federal and state funding levels, other Illinois State Board of Education funding possibilities include: equipment purchases, Education for Employment transportation, certain Job Training Partnership Act

monies, and grants for special program improvement and economic development projects.

THE IMPORTANCE OF FLEXIBILITY, ADAPTABILITY, AND INNOVATION

Education for employment is a voluntary contribution of local agencies to students and the economy. To obtain federal and state support, agencies must do some things in specified ways. State-of-the-art professional practice suggests that some things be done in tried and true ways, e.g., competency-based curriculum development, conduct of cooperative vocational education and student organizations, utilization of advisory committees. Beyond such minimums, Illinois State Board of Education policies and procedures are established to assure local flexibility. Among matters which should be determined in accordance with local needs and conditions are: boundaries of an education for employment system, basic arrangements between agencies and various stipulations of joint agreements, the scope and depth of vocational programs and services, means of acquiring necessities such as space, equipment, materials and supplies, in-service development activities, industry and business partnerships.

Education for employment must be conducted in accordance with employer practices and student needs. Programs and services must be adapted to local needs and conditions. (Granted, given the decision to conduct certain programs such as programs which lead to professional licenses, major constraints are imposed by state or national government and professional organizations.)

Personnel in education for employment systems must pursue innovative approaches to providing programs and services which develop knowledge, skills, and attitudes of students. Among approaches which have been effective are:

- a. high school credit in escrow for high school students taking community college courses,
- b. college courses conducted in secondary school facilities,
- c. sharing vocational teachers,
- d. the full range of experiential education from observation through internships and paid work via various forms of cooperative vocational education,
- e. equipping programs in semi-trailers so that they may be transported to new areas within the system or sold, or leased to other systems when employment needs in an area are satisfied,
- f. having employers or groups of employers "adopt" selected programs or services the better to provide expertise and/or equipment and/or other necessary resources,

- g. conducting courses or certain units in industrial, business or government training facilities or facilities readily adapted to training,
- h. contractual or other relationships with private schools and colleges,
- i. contractual relationships with university or colleges,
- j. transporting high school students to community college programs conducted in corrections or other state agencies,
- k. the full range of services for displaced homemakers and workers and others who require special programming,
- l. the full range of alternative scheduling such as evening and/or weekend formats for persons who could otherwise not attend, and
- m. the full range of instructional technology such as telecommunications.

Information contained in this manual was developed in accordance with the policy and administrative plan approved by the Illinois State Board of Education. The manual is to be used as a guide, it suggests time frames and activities for accomplishing various tasks. As indicated above, Illinois State Board of Education personnel are willing to provide technical assistance and other resources which will help local personnel meet local needs.

**GUIDELINES FOR DEVELOPMENT
OF
EDUCATION FOR EMPLOYMENT SYSTEMS**

**PHASE I
INITIAL PLANNING**

ILLINOIS
STATE BOARD OF
EDUCATION

DEPARTMENT OF
ADULT, VOCATIONAL AND
TECHNICAL EDUCATION

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PHASE I

DEVELOPMENT OF A PLANNING GRANT PROPOSAL (JULY 1, 1985)

The purpose of this section is to assist local education agencies with the development of a planning grant proposal. Included are a brief discussion of concepts important to this development, step-by-step instructions and a sample planning grant proposal.

INITIATING THE PLANNING PROCESS WITHIN THE PROSPECTIVE REGION

1. The Planning Grant

The State Board of Education will provide grants to aid in the planning and development of local education for employment systems. The planning grant:

- a) documents the intent of local education agencies to participate in preliminary planning activities, and
- b) provides funds to facilitate the planning process.

The planning grant proposal should contain a/an:

- a) funding agreement,
- b) assurances,
- c) goal statement,
- d) system objective,
- e) boundaries of the proposed system,
- f) action plan and time chart,
- g) evaluation procedures,
- h) personnel needs,
- i) letter(s) of intent, and
- j) budget.

The planning grant proposal is not a contract which makes a local education agency a legal part of an education for employment system. Rather, its purpose is to document the fact that a local education agency intends to work toward planning and development of such a system.

2. Leadership for Development

In the Administrative Plan for Education for Employment the State Board suggested that, in most instances, systems would be formed

within the context of the state's educational service regions. In Cook County, the State Board anticipates that systems would form within the context of the community college district(s). However, exact definitions of mission, geographic boundaries, and other characteristics of this type are matters of local responsibility.

One or more individuals in a local area must accept responsibility for initial work in planning an education for employment system. A superintendent of an educational service region, a community college administrator, an area vocational center administrator, or a secondary school administrator(s) may play the major role during this early period.

The person who assumes responsibility in Phase I should be familiar with employment and education in the area, knowledgeable of vocational education, capable of generating support from various sectors of the region and securing support from various government agencies. This person need not be the person who becomes the system planning director at the start of Phase II.

Past experience shows that superintendents of existing education service regions have assumed responsibility as change agents in getting education for employment systems started. In situations where it would seem inappropriate for an education service region superintendent to provide needed leadership, any chief public school administrator may assume the responsibility for getting the initial planning process underway. Systems may include parts of more than one education service region. In these instances it may be necessary for education service region personnel to work together or assist in the development of more than one system. At this early stage in the planning process, it is important to involve chief administrators and (where appropriate) board members from each local education agency within the proposed system. Involvement should lead to increased commitment.

It is important to identify an administrative agent to serve as the fiscal and legal agent during planning, development and implementation of the system. This administrative agent will act as the facilitator during the planning process and assure progress toward development of the joint agreement in Phase II.

3. The Planning Grant Proposal Development Process

During development of the planning grant proposal, it will be necessary to involve and orient appropriate key personnel from the prospective/identified region. It is important for the administrative agent to work closely with the chief school administrator from each of the participating local education agencies within the region. Some who have established education for employment systems recommend including representatives from each respective board of control so that the public's interests will be represented from the start. These chief school administrators and board members (where appropriate) may constitute an executive committee to assist in the development of the

planning grant proposal. The components of the planning grant proposal that will be developed are:

a. The Funding Agreement

The Funding Agreement is Illinois State Board of Education Form number 15-29. It must be completed, properly signed, and transmitted with the Planning Grant Proposal (see page 9).

b. Assurances

The Illinois State Board of Education's statement of assurances contained on page 10-11 must be signed by the administrative agent and submitted with the Planning Grant Proposal.

c. The Goal Statement

The goal statement should contain a rationale describing why the system is being proposed. This goal statement should be used on the assumption that the system is being developed to provide:

- 1) high-quality programs which prepare students with knowledge, skills, and attitudes needed for meaningful employment in a rapidly changing technological society,
- 2) efficient programs which serve students in numbers sufficient to justify state-of-the-art equipment and high-quality instruction,
- 3) programs which provide expanded opportunity to students who want, need, and can benefit from them (see page 12).

d. System Objectives

System objectives are answers to the question: What will be accomplished during the period of time specified in the planning grant (the first year)? Accomplishment of these objectives throughout the year should result in a system joint agreement and program identification (see page 12).

e. System Boundaries

The planning grant proposal should contain a geographic description of the proposed education for employment system (see page 13).

Two items should be contained in this section of the planning grant proposal. First, a listing by county of each secondary education agency in the proposed system and a listing of all area vocational centers and community colleges serving the

proposed system. Second, a section of an official State of Illinois map showing:

- 1) the boundaries of the proposed education for employment system,
- 2) the location of each secondary school district within the boundaries of the system,
- 3) a designation of all secondary schools which have signed letters of intent to become involved in the planning process,
- 4) location of area vocational centers in the area, and
- 5) the location of community colleges serving the proposed system.

While establishing proposed system boundaries, it is important to consider such factors as:

- 1) system flexibility,
- 2) location of local education agencies,
- 3) existing joint agreements, and
- 4) adequacy of population base.

f. Action Plan and Time Chart

An action plan and time specific chart must be developed to guide the activities during the planning grant (see page 13).

g. Evaluation Procedures

Activities undertaken during the time covered by the planning grant must be assessed. These evaluation efforts may include such things as:

- 1) submitting quarterly reports to the Illinois State Board of Education/Department of Adult, Vocational and Technical Education documenting efforts toward accomplishment of the specified objectives,
- 2) scheduling reviews by the technical assistance team during conduct of the project, and
- 3) utilizing the advisory council to monitor and report progress toward the accomplishment of first-year project objectives.

Important factors to consider in specifying the type of evaluation activities to undertake are the particular

objectives specified in the proposal and the unique resources available.

h. Personnel Needs

This section of the proposal should contain position descriptions of all personnel supported through the planning grant. Attention should be given to the qualifications of professional personnel. Personnel need to be competent in working with representatives from business and industry, administrators and vocational staff.

i. Letter of Intent

Letters indicating intent to participate in the planning process must be obtained from all local education agencies within the proposed system who will participate in the planning process. These letters should be signed by the chief administrator and, if warranted, by the secretary of the Board of Control (see sample letter on page 15).

j. Budget

The budget will contain an explanation of anticipated expenditures for the time period included in the application (see page 16 for a sample budget).

4. Planning Grant Approval

The original and six (6) copies of the Planning Grant Proposal should be submitted with a transmittal letter (see page 8) to the Assistant Superintendent, Illinois State Board of Education, Department of Adult, Vocational and Technical Education, 100 North First Street, Springfield, Illinois 62777, for review and approval.

The Proposal will be reviewed by State Board staff and recommended for approval if it complies with the intent and purpose of Illinois' education for employment policy. Disposition of the Proposal by the State Board will be communicated via letter to the designated administrative agency. Most planning grants will be funded on an annual basis from July 1 through June 30. Approval of the Planning Grant Proposal does not signify automatic approval as subsequent development phases.

During the period of the planning grant, the State Board will provide on-going technical assistance, data and information, and fiscal resources to aid in its commitment to the development of education for employment systems.

CONTENTS AND FORMAT OF A PLANNING GRANT PROPOSAL

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SAMPLE TRANSMITTAL LETTER

Date

Mr. James R. Galloway
Assistant Superintendent
Illinois State Board of Education
Department of Adult, Vocational Education
100 North First Street
Springfield, IL 62777

Dear Mr. Galloway:

On behalf of all participating districts, the administrative agent for the (insert proposed name of system) requests Illinois State Board of Education Approval of Phase I--The Planning Grant Proposal for initial planning of an education for employment system.

Thank you for your consideration.

Sincerely,

(designated administrative agent)

Enclosure

ILLINOIS STATE BOARD OF EDUCATION
Department of Adult, Vocational and Technical Education
Special Programs Section
100 North First Street
Springfield, Illinois 62777

CHECK APPROPRIATE SECTION:

☐ Planning and Reporting☐ Adult Education☐ Job Training☐ Vocational Education Program☐ Approval and Evaluation☐ Vocational Education Program Improvement☐ Vocational Education☐ Program Service☐ Other (specify) _____

FUNDING AGREEMENT

For Vocational and Technical Education

This funding agreement is between the Department of Adult, Vocational and Technical Education, Illinois State Board of Education and the following institution or agency.

INSTITUTION OR AGENCY

SUPERINTENDENT, PRESIDENT OR RESPONSIBLE UNIVERSITY OFFICIAL

ADDRESS OF INSTITUTION OR AGENCY

PHONE

PROGRAM OR PROJECT TITLE

NAME OF PROJECT DIRECTOR

DATES

Starting Date

Ending Date

PHONE

ADDRESS

REQUEST

REQUESTED ANNUAL BUDGET

\$

LOCAL

\$

AVTE

\$

TOTAL

Vocational education funds are requested to provide financial support for the vocational/technical education activities as described in this agreement. This project shall meet State of Illinois and Federal legal requirements, where applicable.

Date

Signature of Liaison Officer
(Public Schools and Post Secondary Only)

Title

Date

Signature of Supt., President or Responsible University Official

Title

TRANSMITTAL

This is to acknowledge the receipt of the proposed funding agreement for vocational and technical education activities, services and programs, and transmittal of same to the Department of Adult, Vocational and Technical Education.

— For University Use Only —

Date

Signature of Liaison Officer
(Occupational Educator Coordinator)

University

— For Community College Use Only —

Date

Signature of Illinois
Community College Board Representative

Position

— For Public School Use Only —

Date

Signature of Regional Superintendent

County

— APPROVAL —

State and/or Federal vocational education funds are obligated in the amount of \$ _____ for items approved in the estimated budget. Adjustments and/or modifications are subject to written approval by both parties of this funding agreement.

Agreement Number

Date

Signature of Assistant Superintendent
Department of Adult, Vocational and Technical Education

ILLINOIS STATE BOARD OF EDUCATION

Assurances

1. The applicant has the necessary legal authority to apply for and to receive the proposed contract. (Attach a copy of the substantiating document.)
2. The activities and services for which assistance is sought under this program will be administered by or under the supervision of the applicant.
3. In planning the program proposed in the application, there has been and, in establishing and carrying out the program, there will be participation of persons broadly representative of the cultural and education resources of the area to be served, including persons representative of the interests of potential beneficiaries.
4. No funds received under this contract shall be used to supplant funds normally budgeted for the planning of services of the same type.
5. The applicant will comply with Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Educational Amendments of 1972; Section 10-21.1, 10-22.4, and 10-22.7 of The School Code of Illinois; Article I, Section 18 of the Illinois Constitution of 1970; and, all subsequent amendments to these laws, and all applicable Executive Orders, state laws, and federal and state rules and regulations which prohibit discrimination on the basis of race, color, national origin, sex or handicap.
6. The project will be operated in compliance with all applicable state and federal laws and with regulations and other policies and administrative issuances by the Illinois State Board of Education including submission of such reports as may be required.
7. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
8. All data collection activities to be carried out within contract must have prior approval by the Illinois State Board of Education.
9. The Illinois State Board of Education assumes rights to all materials and/or products developed in this project.
10. Payment of all services and expenses in this contract will be made on a reimbursement-of-cost basis. Dates of payment will be

negotiated to insure that the Illinois State Board of Education reimburses only for completed performance. Further, the applicant understands that the actual payment of contractual expenditures may require 6-12 weeks after an application for reimbursement is submitted to the Illinois State Board of Education.

11. The applicant shall comply with all publication graphic and design standards established by the Illinois State Board of Education for project products.
12. Either party may prematurely terminate this contract should funds not become available, or unsatisfactory progress be witnessed and documented toward meeting the intended outcomes of the contract.
13. The Illinois State Board of Education assumes the right to approve all program, budget and staff changes in the contract.

(Signature of Chief Contractor)

Date

GOAL STATEMENT

One of the many purposes for which public education exists is to provide each individual student with the opportunity to develop knowledge, attitudes, skills and habits necessary to successfully enter the world of gainful employment or to continue education or training. It shall be the intent of these educational agencies to plan for the delivery of vocational education and related development services to those students who need and can benefit from them.

Efforts shall be made to involve appropriate private and public organizations planning of an education for employment system that:

- 1) develops competencies needed in the world of work today and in the near future,
- 2) offers programs which expand the opportunities for students who want and can benefit from them, and
- 3) is efficient with regard to the number of students served by each program.

It will be the intent of this proposed system to plan, develop, and implement education for employment programs in accordance with guidelines set forth by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education.

SAMPLE OBJECTIVES

1. Identify a decision-making group.
2. Employ a system planning director.
3. Secure advice and technical assistance from appropriate individuals within the proposed education for employment system.
4. Conduct student and employer needs assessment.
5. Assess the proposed system's present education for employment potential.
6. Analyze provided (and collected) labor market information data.
7. Involve and inform appropriate individuals from participating local education agencies.
8. Identify proposed system programs.
9. Publicize benefits resulting from the proposed system.
10. Develop a system joint agreement.
11. Develop and secure local education agency resolutions.

BOUNDARIES OF PROPOSED SYSTEM

The Planning Grant Proposal should contain a geographic description of the proposed education for employment system. Two items should be contained in this section of the planning grant proposal. First, a listing by county of each secondary education agency in the proposed system and a listing of all area vocational centers and community colleges serving the proposed system. Second, a section of an official State of Illinois map showing:

1. the boundaries of the proposed education for employment system,
2. the location of each secondary school district within the boundaries of the education for employment system,
3. a designation of all secondary schools which have signed letters of intent to become involved in the planning process,
4. location of area vocational centers in the area, and
5. the location of community colleges serving the proposed system.

SAMPLE ACTION PLAN AND TIME CHART

(For First Year)

Activities

1. Form an executive committee
composed of administrators responsible
for assisting with the decision-making
during the planning phase July, 1985
2. Designate system director July, 1985
3. Appoint ad hoc system advisory
council with representatives
from business, industry, labor and
education August, 1985
4. Share information gathered through
the planning grant with teachers,
board of education, administration,
advisory council, counselors, and
others who will be affected by the
proposed system (on-going)
5. Publicize benefits resulting from
proposed system (on-going)

6. Conduct student and employer needs assessments where appropriate and obtain regional labor market information October, 1985
7. Assess the present education for employment program potential October, 1985
8. Make initial identification of proposed system programs February, 1985
9. Develop a system joint agreement for participating school districts May, 1986
10. Submit application for continued planning May, 1986

EVALUATION PROCEDURES

Activities undertaken during the time covered by the planning grant must be assessed. These evaluation efforts may include such things as:

- a. submitting quarterly reports to the Illinois State Board of Education/Department of Adult, Vocational and Technical Education documenting efforts toward accomplishment of the specified objectives, and
- b. scheduling reviews by the advisory council to monitor and report progress toward the accomplishment of first year project objectives.

Important factors to consider in specifying the type of evaluation activities to undertake are the particular objectives specified in the proposal and the unique resources available in the area.

PERSONNEL NEEDS

This section of the proposal should contain position descriptions of all personnel supported through this planning grant. Attention should be given to the qualifications of professional personnel. Personnel need to be competent in working with representatives from business and industry, administrators and vocational staff.

SAMPLE

Letter of Intent to Participate in Planning Activities
(This letter must be obtained from each local education
agency that is a part of the education for employment
system.)

This is to confirm that _____
(local education agency)
has been informed of the possibilities of an education for employment
system to serve participating districts of _____
Counties. This district hereby states its intent to participate in
the planning phase for such a System. It is recognized by all parties
that formal participation will not be considered until the System
Joint Agreement is adopted by this district's Board of Education.

Superintendent (or President)

Board Secretary (Optional)

Agency Name

Date

SAMPLE BUDGET

	Budget Reg. From State Board	Local Contrib.	Total Budget
I. SALARIES/FRINGES			
A. Project Director, Joe Doe			
1. Salary, 11 mo., full-time @1681.81/mo.	\$18,500	1,000	19,500
2. Unemployment, 7% of 6580/yr.	130	-0-	130
3. Worker's Compensation	60	-0-	60
4. Health Insurance	-0-	-0-	-0-
B. Secretary			
1. Salary, 11 mo., Half-time @318.18/mo.	3,500	-0-	3,500
2. Unemployment, @ 1%	35	-0-	35
3. Worker's Compensation	15	-0-	15
4. IMRS/SS @ 12%	420	-0-	420
TOTAL SALARIES/FRINGES	\$22,660	1,000	23,660
II. MATERIALS (Supplies)			
A. Duplication and Paper	\$ 500	-0-	500
B. Consumable Office Supplies	500	200	700
TOTAL MATERIALS/SUPPLIES	\$ 1,000	200	1,200
III. TRANSPORTATION (In State Travel, Lodging & Per Diem)			
A. Staff, at State Rate	\$ 2,400	-0-	2,400
TOTAL TRAVEL	\$ 2,400	-0-	2,400
IV. SUPPORTING SERVICES - OTHER (Contractual Services)			
A. Telephone	\$ 1,200	-0-	1,200
B. Postage	900	-0-	900
C. Advisory Comm./Steering Comm./Consultant Service	4,000	-0-	4,000
D. Extra Clerical	1,000	-0-	1,000
E. Equipment Rental (typewriter, etc.)	1,000	800	1,800
F. Printing	1,200	-0-	1,200
TOTAL CONTRACTUAL SERVICES	\$ 9,300	800	10,100
TOTAL DIRECT COSTS	\$35,360	2,000	37,360
V. INDIRECT COSTS	\$ 2,829	-0-	2,829
TOTAL BUDGET	\$38,189	2,000	40,189

**GUIDELINES FOR DEVELOPMENT
OF
EDUCATION FOR EMPLOYMENT SYSTEMS**

**PHASE II
INITIAL PLANNING**

ILLINOIS
STATE BOARD OF
EDUCATION

DEPARTMENT OF
ADULT, VOCATIONAL AND
TECHNICAL EDUCATION

GUIDELINES FOR DEVELOPMENT
OF
EDUCATION FOR EMPLOYMENT SYSTEMS

PHASE II
INITIAL PLANNING

ILLINOIS
STATE BOARD OF
EDUCATION

DEPARTMENT OF
ADULT, VOCATIONAL AND
TECHNICAL EDUCATION

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INTRODUCTION

This is the second in a series of Guidelines for the development of education for employment systems. An education for employment system is defined herein as a consortium of high schools and area vocational centers, working with the local community college to pool resources to meet the education for employment needs of an area's youth and adults.

In the first segment of the Guidelines, users were provided information describing how they might, prior to June 30, 1985, develop a planning grant for establishing education for employment systems. This second in the series of Guidelines defines further steps involved in developing an education for employment system.

The planning grant process is designed to provide participating districts with resources necessary to gather data, inventory resources, obtain advisory group input, analyze data, develop system operating structures and identify future needs for the education for employment system. During the next several years, planning grant directors will be working in the program, articulation and joint agreement areas to address the important principles of quality, access and efficiency in education for employment.

This second section of the Guidelines provides further information for the period starting July 1, 1985, and ending June 30, 1986. In the broader context of establishing education for employment systems, the following chart shows how this section of the Guidelines relates to the total developmental process. These Guidelines have sections that emphasize:

1. Establishing a project operating structure for developing an education for employment system;
2. Collecting and analyzing information for preliminary identification of programs and services;
3. Developing a comprehensive public relations program for communicating regional system successes; and
4. Developing and formalizing a joint agreement between participating area districts.

In all cases, these Guidelines provide general information of use to the planning grant director. Technical assistance teams from the Illinois State Board of Education, Department of Adult, Vocational and Technical Education can help in applying the processes outlined in these Guidelines throughout the year. The Department will conduct at least three in-service sessions during the 1985-86 school year to further clarify planning and process issues.

Establishing A Regional Education for Employment Program

Planning

Identify steering committee

Conduct informational meetings

- boards
- administrators
- student services personnel
- instructors
- commerce, industry, labor

Develop planning grant application

July 1985

Development

Gather data

- local employment needs
- student interest
- labor market information

Inventory resources

- programs
- staff
- student support services
- facilities
- equipment
- students

Obtain advisory group input

Analyze data

Develop system operating structure

Identify future needs

Identify occupational needs

- type and purpose
- magnitude
- student service needs

Initiate elementary/secondary/post secondary articulation process

Establish system joint agreement

July 1986

Obtain and validate job task lists

Programs

Develop cooperative agreements, i.e., JTPA, proprietary, private, commercial

Articulation

Develop and adopt system policy and procedures manual

Administration

Implementation

Determine curriculum/course needs

- staff competencies
- facilities/equipment
- student services
- public relations

Formalize secondary/post secondary articulation process

- program continuity
- shared facilities/equipment
- shared staffing
- cooperative planning and evaluation

July 1987

Submit Local Plan April 1988

Assess student outcomes for employment or further education including:

- technical skills
- basic education skills
- job search skills
- survival skills
- work attitudes

State Board Assistance

☐ Planning Grants

☐ Technical Assistance

☐ Developmental Guide

☐ Program Improvement Support

ESTABLISHING A PROJECT OPERATING STRUCTURE

Overview

One key to the successful completion of the first year of a planning grant for education for employment systems involves establishing a formal project operating structure. A number of varied activities will need to take place during 1985-86 that require clear lines of organization/communication.

Once the director is designated and a project advisory council is selected, a committee structure should be established to involve the greatest number of persons possible in planning the system. It is the process of developing consensus among administrators, instructors and student services personnel, as well as people in the local community, that will make the education for employment system successful.

The checklist shown in Appendix J is designed to aid planning grant directors in establishing a structure that allows them to accomplish tasks that will need to be completed during the first full year of the planning grant. At the first in-service session for planning grant directors, steps will be taken to localize this checklist and to add time lines appropriate to the particular area.

Designating a Planning Grant Director

Staff selected to coordinate planning and program development for an education for employment system must have demonstrated their ability to work with area administrators, vocational instructors, student support services personnel and community representatives. In addition to a requirement that professional staff hold a valid Illinois teaching certificate, staff members should possess; administrative experience, vocational education teaching experience, and experience in working with public and private agencies in local communities.

During the selection process for a planning grant director, certain personal characteristics have proven invaluable to the successful implementation of an education for employment system. They include demonstrated skills in public speaking, public relations, writing, leadership, organization, decision-making and problem solving. The director must have the ability to gather and analyze complex data and relate these data to the area's existing education for employment program; must be able to adopt/adapt vocational curriculum; must be able to work with advisory councils/committees; and must have the affective skills of innovation, creativity and flexibility. A thorough knowledge of, and commitment to, the education for employment system concept is essential.

Without question, the successful completion of the planning grant rests with the quality of the staff identified to coordinate the grant and their acceptance by staff in the area's participating districts.

Establishing a Project Advisory Council

Prior to formalizing the area's joint agreement, advice and assistance will be helpful from representatives of the area's local communities. An Ad Hoc Project Advisory Council should be formed for the express purpose of informing the local communities of activities involved in the planning process and obtaining the advice/assistance of community representatives in the design of the education for employment system. People will be more willing to cooperate later if they are involved in the initial design of the system.

In short, the Ad Hoc Project Advisory Council is a group of individuals within the geographic area selected to provide advice and direction for the development of the education for employment system.

Council membership should include: employees in high-demand occupations, commercial and industrial employers, current and former trainees, professional and technical people, representatives of organized labor, entrepreneurs, representatives from employer and business associations, personnel and training directors, representatives from other training institutions associated with the program and community leaders or their representatives.

The composition of the Council should reflect both large and small businesses; proportional representation of geographic areas served by the program, a balanced representation of management and employee interests, a balanced representation of persons of varied ages and socio-economic status in the community, and appropriate representation of both sexes, handicapped individuals and racial and ethnic minorities found in the area served by the program.

The Ad Hoc Project Advisory Council should elect officers, establish regular meeting times and use a planned agenda.

Throughout the first year of the planning grant, the Ad Hoc Project Advisory Council will help project staff with:

1. validating national, state and local labor market information (LMI);
2. conducting, where necessary, local surveys of commerce and industry to clarify the area's future labor market needs; and
3. collecting information regarding new and expanding occupations that may not be a part of existing area-wide labor market information.

Also during the first year of the planning grant the Council can assist the planning grant director by: encouraging cooperation and coordination with similar governmental programs such as the local JTPA agents; identifying community resources for utilization in the education and training process; surveying members of the community to ascertain their educational and training needs; evaluating the public relations policies and activities regarding vocational education

programs and assisting local educational agencies in establishing partnerships with commerce, industry, and labor.

For help in establishing an Ad Hoc Project Advisory Council, refer to A Guide for Local Advisory Councils on Vocational Education, available from The State Council on Vocational and Technical Education, 100 North First Street, Springfield, Illinois 62702, for more information.

Establishing a Committee Structure

An addition to the Ad Hoc Project Advisory Council, an internal project committee structure, should be established to aid the planning grant director in accomplishing 1985-86 tasks. Experience with existing education for employment systems suggests that committees might be established as follows:

Planning Council - including representatives from the Regional Superintendents office, all local district superintendents, and community college personnel. This Council is responsible for approving policy issues for the emerging education for employment system.

Executive Committee - including representatives from the Regional Superintendents office, local district superintendents, and community college personnel. This Committee may recommend policy to the Planning Council for action and approve of the day-to-day business of the project.

Program Committee(s) - made up primarily of vocational administrators/instructors. These committees will be analyzing LMI, student interest and existing program information develop recommendations for system-wide programs to be implemented after July 1, 1986. It is important that local instructors be involved in these committees.

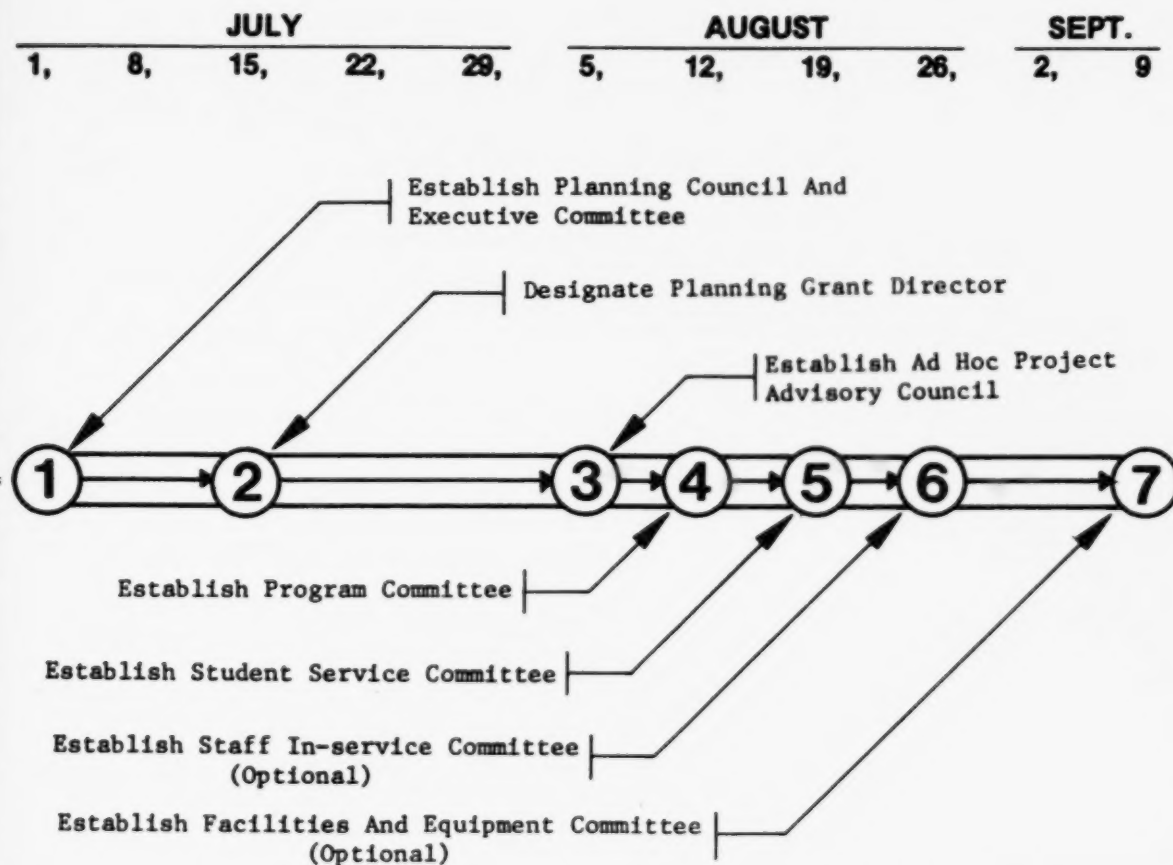
Student Services Committee - made up primarily of guidance and special needs personnel. This committee will be assessing the student service needs of the area's youth and adults with emphasis on services to special populations.

Other committees may be necessary to facilitate the work of the planning grant director. Among others, committees on facilities and equipment, finance, and staff in-service may be warranted. These optional committees may be formed so that a wide array of persons are involved in the design of the education for employment system.

Time Line

The following time chart reviews, in chronological sequence, the steps to be taken in establishing a project operating structure.

PROJECT OPERATING STRUCTURE



COLLECTING AND ANALYZING INFORMATION FOR PROGRAM DECISION-MAKING

Overview

One of the four major activities which must occur during the first year of the planning grant is to determine which occupations offer reasonable potential for employment. Once these occupations are identified, training programs can be developed to prepare students for employment or further education in occupational area(s) of interest to students. Using several data sources, a systematic process has been defined to aid local decision-makers as they make preliminary program decisions. The seven steps in the program decision-making process will include: 1) analyzing national, state, and local labor market information (LMI); 2) analyzing student interest; 3) analyzing local demographic information identifying the characteristics of the potential population to be served; 4) validating LMI, student interest, and demographic data; 5) assessing current program offerings; 6) identifying training program needs; and 7) develop plans to improve, expand, or revise programs.

I - Analyzing Labor Market Information

The policy study on education for employment emphasized the role of State and local education agencies in widely diverse and complex programs for vocational, employment and training, career and adult education. The study called for urgent change of the kind necessary for improving education for employment which would set the framework for programs which adapt quickly and smoothly to work place changes and worker needs.

The study also noted that rapid technological changes have encouraged workers to upgrade their skills frequently. These technological changes, transforming the work place in dramatic ways, will continue to influence the nature of vocational education as we now know it. Further, changes in the characteristics of the work force must be reflected in education for employment systems. In short, changes in work force of labor market demand (not assumptions about student interest and instructor and equipment availability) must be used to determine program additions, modifications and deletions.

Labor market information (LMI) must be used in the vocational education program decision-making process. The State Board will provide national, state and local LMI applicable to each of the planning grant areas to assist in this process. This LMI will describe, for the State and each local area, the largest industries which have the greatest level of employment. In most instances, those occupations with the greatest level of employment will also reflect the greatest opportunity for employment. In addition, data will also be provided to reflect the occupations with the greatest growth projections and occupations with openings generated as a result of anticipated separation by individuals currently employed in those occupations. The LMI provided by the State Board to each area will not describe projected job openings based upon mobility to other

occupations or other geographic areas by persons currently employed. Final analysis of LMI will result in a listing of occupations for which training needs appear to exist. Local validation of these data (step IV) will either add or delete occupations as priorities for training consideration in the local area.

In summary, the following LMI data elements will be provided for the program determination process:

1. A listing of national, state and local industry and occupations within those industries with the largest current employment.
2. A listing of occupations with the greatest projected employment opportunity based upon growth and separation from the occupation.
3. A description of occupational mobility considerations.

Based upon these data, occupations for which training needs are projected will be identified.

II - Collecting and Analyzing Student Interest Information

Student interest must be considered when determining which programs will be offered in a geographic area. A survey will be provided by the State Board to aid the planning grant director in collecting student interest information. This will lend some consistency to the data collection process. The availability of student interest information will serve as a valuable data element for making local area and State-wide program planning decisions. The survey materials made available by the State Board will identify occupations from students' ability and interest reports in relation to certain job characteristics.

The student interest survey should be administered in cooperation with the projects's Student Services Committee. This is a committee of guidance and student services personnel consisting of at least one representative from each public and private secondary school attendance center. This committee might be appointed by the planning grant Executive Committee or entire Planning Council. The first meeting agenda should include such items as:

1. orient counselors to the total planning process;
2. describe the importance of collecting student interest information;
3. distribute to the local educational agencies the student questionnaire;
4. determine how questionnaires should be distributed and collected from a 9-14 grade student sample;

5. agree on a time line for finalizing the questionnaire, distributing materials to districts, and collecting the completed forms from each district;
6. describe how the information will be reported and returned to the planning grant participants; and
7. establish future meeting date(s) to analyze results of the data.

After questionnaires have been collected locally, completed forms may be sent to the State Board for analysis. Results of the student interest survey will be returned to the area for use in the program planning process. These results will include a listing of occupations most commonly identified by students which reflect their areas of employment interest.

The student interest information will be used, along with LMI in the vocational education program determination process. At this point emphasis is placed on identifying program broad areas to be considered later in a curriculum context.

MEMORANDUM

TO: Planning Grant Directors

FROM: James R. Galloway
Assistant Superintendent
Dept. of Adult, Vocational and Technical Education

RE: Collecting Student Interest Information

This packet has been prepared to help you in collecting student interest information. As you know, this information will be used to help make preliminary program decisions for your education for employment system.

In a recent memorandum you were asked to identify the number of tenth grade students in your area who would be completing a student interest survey. Based on your response, you will be receiving multiple copies of the Student Questionnaire which may be used to collect student interest information. In addition, you will be receiving multiple copies of the Answer Sheet which is to be used by students. These materials will be sent to you directly from the University of Illinois.

In the Education for Employment Guidebook we recommended that Planning Grant Directors establish a Student Services Committee, composed primarily of guidance and special needs personnel, to provide assistance in the planning process. We recommend that this Committee be involved in the process of collecting student information. If you have not formed a Student Services Committee it is important that you contact a guidance representative and special needs personnel from each school (school district) to help you in administering the Questionnaire.

With this memorandum you will find four attachments:

1. Student Services Committee Information which can be shared with members of the Student Services Committee. This attachment describes the process to be used to complete the Student Questionnaire. (You can do some advance work by getting the Questionnaires and Answer Sheets ready for distribution to each Committee member. Also, identify in advance potential decisions to be made by this group regarding the process to use in administering the Questionnaire in your area.)
2. Local Administrator Information which the Student Services Committee members can share with their local administrators.

3. Guide for Inservice which should be shared with those persons actually administering the Questionnaire to students.
4. 1985 Questionnaire Administrator's Booklet which provides exact instructions on how teachers (or some other district representative) should administer the Questionnaire to students.

Each of these attachments may be tailored to meet your individual needs. Two examples follow. First, in districts with multiple attendance centers, the Student Services Committee Representative might have to identify someone at each school responsible for administering the Questionnaire. Second, as you will recall, we are recommending that you survey all tenth grade students in your region. Sampling on a smaller scale will not provide the reliable information needed. Surveying all tenth grade students includes surveying special needs students such as visually impaired or limited English proficient students who may need special assistance to complete the survey.

Your Region Identification Number, which must appear on each Answer Sheet, appears at the bottom of this memorandum. If a district is involved in more than one planning grant, it is important to note that those districts will have more than one Region Identification Number. Since the survey will be administered only once in each school, it will be necessary to have these districts enter two (or more) Region Identification Numbers on their Answer Sheets so data can be tallied for more than one region.

Listed below is: 1) your Region Identification Number; 2) Region identification Numbers for districts in more than region that you will have to survey, and; 3) a listing of districts participating in your planning grant who will be included in a survey by another Planning Grant Director. Results of the survey will be sent to the Planning Grant Directors of all regions with which these districts are involved.

It will help us in tabulating your region's data if you attend to three important details:

- 1) The Answer Sheets for your region should be delivered to us as a single packet;
- 2a) This packet should have all the Answer Sheets bubble side up; and
- 2b) The notched corner of all Answer Sheets should be at the upper-right.

Completed Answer Sheets, collected as a single packet for the region, must arrive at the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, E-426, 100 North First Street, Springfield, Illinois 62777, no later than October 4, 1985. After that date, we cannot guarantee that we will have the data

tabulated in time for the November 19-21 in-service. We recommend hand delivery of the Answer Sheets if possible.

If you have any questions, please do not hesitate to contact one of your Technical Assistance Team Members.

Thanks so much for your continuing support for the Illinois' education for employment program.

Region Identification Number

School Districts and their Region
Identification Numbers for districts in
more than one region (you should survey
these districts)

Districts which will be surveyed by
another Planning Grant Director (you
should not survey these districts)

STUDENT SERVICES COMMITTEE INFORMATION

The Student Questionnaire which will be administered to students is:

- * an eighteen-question instrument which assesses student's work-related likes, dislikes and abilities. It is an adapted version of the QUEST instrument developed by the University of Oregon in 1981.
- * timed to take about twenty minutes to administer.
- * to be administered to all tenth graders in the region, including special needs students.
- * going to provide information for the region only.
- * to be reported in two ways: One, by number of responses to each Questionnaire item--for example, the level of accuracy students want to use on the job (low, medium, high, or I'm not sure). Secondly, each student's responses will form a profile for selected occupations. Regional tallies of such occupations will be delivered to the Planning Grant Director.

Each school district should be responsible for coordinating the administration of the Student Questionnaires. We suggest that Student Services Committee representatives do the following:

- * Meet with local administrators, explain the need for student information, ask permission of the administrator(s) to distribute the Questionnaire, seek counsel from the administrators concerning which tenth grade course might be used for administering the Questionnaires, and ask the administrators for assistance in the logistics of contacting teachers, selecting times for administration, and so on. Assure that special needs students such as visually-impaired, limited English proficient or learning disabled students are included in the survey and given the support services needed.
- * Duplicate as many copies of the 1985 Questionnaire Administrators Booklet as there are people who will be administering the instrument (the Planning Grant Director may want to do this for the school/school district).
- * Convene a training session for those persons administering the Questionnaire, working through the 1985 Questionnaire Administrators Booklet.
- * Collect the Answer Sheets as a single packet to the Planning Grant Director. The information gathered will be valuable in making decisions concerning vocational

education needs in the area. A return rate of 100% should be the goal of each district.

Each Student Services Committee member should receive:

- * One master copy of the 1985 Questionnaire Administrators Booklet.
- * One Student Questionnaire for each tenth grade student in the Student Services Committee representative's school (school district).
- * One Answer Sheet for each student

Working on the front page of the master copy of the 1985 Questionnaire Administrators Booklet, and starting at the left, each Student Services Committee representative should write their "Region Identification Number." Remember, some school districts may have more than one Region Identification Number if they are participating in more than one planning grant. Your Planning Grant Director knows each district's Region Identification Number. All student interest data will be identified and analyzed only by region. Therefore, the accuracy of this number is essential to the success of this effort. Make sure this number is written darkly enough and clearly enough to reproduce well.

The time lines are _____ (DATE) _____.

Thank you in advance for your cooperation.

LOCAL ADMINISTRATOR INFORMATION

In 1984, the Illinois State Board of education approved a new Education for Employment policy which supported, among other things, the need for agencies to share in providing vocational education programs and services. Fifty-nine planning grants, involving secondary and postsecondary agencies, have been funded and are collecting information to improve the vocational education programs and services offered to an area's youth and adults.

In order to plan for successful vocational education programs, students' work-related interests and abilities need to be assessed. The group(s) responsible for the initial planning of the education for employment system in our area have chosen to administer a short, eighteen-question instrument to all tenth graders in the area in order to collect student interest information. Administration of the Questionnaire will take no more than twenty minutes.

Every tenth grader in the area, including special needs students such as visually-impaired or limited English proficiency students will need to complete the Questionnaire. It is suggested:

- * that each school administer the Student Questionnaires, on the same day, to all tenth graders. A sampling technique will not be used in this survey. Therefore, the closer schools can come to 100% student participation, the better data the region will have for program planning purposes.
- * that the Questionnaire be administered in a course all tenth graders are required to take such as English, mathematics, among others.

Student responses will be analyzed only by region. The results will be reported by the number of responses to each questionnaire item, and by the types of occupations suggested by the various profiles of likes, dislikes and abilities expressed by the students. Individual schools or students will not be identified.

It will be important to convene a meeting of those who will administer the Student Questionnaire in order to:

- * Explain their responsibilities.
- * Hand out materials.
- * Inform them about the time lines within which the Student Questionnaire must be administered and returned.
- * Decide on support services necessary for students with special needs.

The school will need to duplicate as many copies of the 1985 Questionnaire Administrator's Booklet as there are persons in each school who will be administering the instrument. In most instances, this will be classroom teachers. The Student Questionnaires may be kept by the school.

The people who administer the Student Questionnaire should return the Answer Sheets to ____ (name) _____. Once the Answer Sheets for all tenth graders in each school have been received, they will be forwarded to the Planning Grant Director in the area.

Thank you in advance for your cooperation.

GUIDE FOR INSERVICE

In 1984, the Illinois State Board of Education approved a new Education for Employment Policy which supported, among other things, the need for agencies to share in providing vocational education programs and services. Fifty-nine planning grants involving secondary and post-secondary agencies, have been funded and are collecting information to improve vocational education programs and services offered to an area's youth and adults.

In order to plan for successful vocational education programs, students' work-related interests and abilities must be assessed. The group(s) responsible for the initial planning of the education for employment system in our area have chosen to administer a short, eighteen question instrument to all tenth graders in the area in order to collect student interest information. Administration of the Questionnaire should take no more than twenty minutes of class time.

Schools all across Illinois will be administering the Student Questionnaire. In this area, the Questionnaire will be administered on (date) to tenth grade students with a make-up day of (date) . One hundred percent student participation in completing the Questionnaire will be essential to future planning.

Every tenth grader in the region will need to complete the Questionnaire to provide the most reliable information. All reports will be tallied by region. As noted on the Answer Sheets, there will be no way to identify the individual school or any student in a school. However, districts will be receiving copies of the regional results as soon as they are available, which they may find of interest.

Each person administering the Questionnaire should receive:

- * One copy of the 1985 Questionnaire Administrator's Booklet.
- * One Student Questionnaire for each tenth grade student.
- * One Answer Sheet for each tenth grade student.

It is important to thoroughly review the 1985 Questionnaire Administrator's Booklet at this in-service. It is important to note that it is necessary to complete Answer Sheets with a #2 lead pencil. This Booklet contains the actual script that must be used in administering the Student Questionnaire.

Each school should provide whatever special services handicapped, disadvantaged, and/or limited English proficient tenth grade students might require to complete the Student Questionnaire.

Each school has a Student Services Committee representative working with our area's education for employment planning grant. In (school name) , that representative is (name) . When

reviewing the Booklet, be sure to note the Region Identification Number entered at the beginning of the Booklet and explain how this number is marked on the Answer Sheet.

When all students have completed the Questionnaire, all the Answer Sheets should be returned to _____ (name) _____. These Answer Sheets must be returned by _____ (date) _____.

Thank you for your cooperation in this endeavor.

IF POSSIBLE, PLEASE READ THIS BOOKLET PRIOR TO THE TESTING

1985 QUESTIONNAIRE ADMINISTRATOR'S BOOKLET
FOR
THE STUDENT QUESTIONNAIRE

SCHOOL DISTRICT'S NAME: _____

REGION IDENTIFICATION NUMBER: _____

To the Person Administering Questionnaire:

Thank you for agreeing to administer the Student Questionnaire. Accurate information about students' likes, dislikes and abilities is vital to planning quality vocational education programs.

To administer this Questionnaire it is necessary to have the following materials:

1. One 1985 Questionnaire Administrator's Booklet.
2. One Student Questionnaire for each student.
3. One Answer Sheet for each student.

If materials are missing, it will be necessary to contact the school's (school district's) Student Services Committee representative.

The Answer Sheet must be completed with a #2 lead pencil. If necessary, please make an advance announcement requesting students to bring pencils.

This test has eighteen questions. Total administration time should take no more than 20 minutes.

The following instructions are of two kinds. First, there are notes to the person administering the Questionnaire. (These notes are not to be read to the students and are enclosed in parentheses.) All the information not enclosed within parentheses is to be read to the students.

ADMINISTRATION OF THE STUDENT QUESTIONNAIRE

(Seat students appropriately. Make sure these students have a hard surface on which to write.)

(Distribute the Student Questionnaire and the Answer Sheets, one of each per student.)

(Introductory Instructions to the Students)

(READ ALOUD:)

Our school district is working with other school districts and community colleges to improve vocational education in our area. An

important element of this effort is to learn what your likes, dislikes and abilities are as they may relate to the type of work you see yourself doing as an adult.

Today you will be completing a short, eighteen (18) item questionnaire about your work-related interests and abilities. These are the same type of questions you will need to consider as you make career decisions.

Your answers will be tallied by a computer so please fill out the Answer Sheet carefully.

IT IS IMPORTANT THAT YOU:

- * USE A #2 PENCIL TO MARK YOUR ANSWERS.
- * MARK ALL OF YOUR ANSWERS ON THE ANSWER SHEET.
- * MATCH THE QUESTION NUMBER IN THE QUESTIONNAIRE TO THE NUMBER ON THE ANSWER SHEET.
- * MAKE YOUR MARKS WITHIN THE BUBBLE FOR THE ANSWER YOU SELECT.
- * MARK YOUR MARKS FIRMLY, FILLING IN THE BUBBLE COMPLETELY.
- * IF YOU WISH TO CHANGE AN ANSWER, COMPLETELY ERASE THE MARK YOU WISH TO CHANGE.

(Instructions to the Students for Coding Their Answer Sheets)

Locate your Answer Sheet. (Hold up a copy of the Answer Sheet with the pencil diagram on the right, pointing down. See Figure One.)

Region Identification Number in the proper blank boxes on the chalkboard. Your school district's Region Identification Number appears at the beginning of this booklet. For most school districts this will be a three-digit code. Students in most districts will only be completing the first set of three numbers on the left.)

Figure Two. Facsimile of Region Identification Number portion of the Answer Sheet.

0	2	3									
0	0	0	0	0	0	0	0	0	0	0	0
2	●	0	2	2	2	2	2	2	2	2	2
3	0	●	3	3	3	3	3	3	3	3	3
4	0	0	4	4	4	4	4	4	4	4	4
5	0	0	5	5	5	5	5	5	5	5	5
6	0	0	6	6	6	6	6	6	6	6	6
7	0	0	7	7	7	7	7	7	7	7	7
8	0	0	8	8	8	8	8	8	8	8	8
9	0	0	9	9	9	9	9	9	9	9	9
●	0	0	0	0	0	0	0	0	0	0	0

(Some districts may have two, three-digit codes; other districts may have three, three-digit codes. You will notice that there are four sets of numbers. The set at the far right will not be used by any region. This set is to be left blank.)

(Holding the Answer Sheet up, say:)

Beginning with the left-hand column, Print the Region Identification Number in the blank boxes that are above the bubbles. (Point to the illustration on the chalkboard.)

After you have printed the number in the boxes, darken the correct number bubble in the column below each number so that the bubbles also show the Region Identification Number.

You should have darkened one number per column. No marks should appear in the set at the far right. (You may want to put example bubbles in the columns on the board and fill these bubbles in by way of illustration. See Figure Two.)

(Wait for students to complete the coding section on the Answer Sheet. Please have students check their Answer Sheets to see that it is coded correctly.)

(READ ALOUD:)

We are now ready to begin completing the Questionnaire.

Please look at the Student Questionnaire.

Do your best to read the passages and answer the questions. Work carefully and do not rush. You will be given as much time as you need to complete the Questionnaire.

This Questionnaire contains eighteen (18) questions about your work-related interests and abilities. Under each question are three to six choices. Choose the one that best matches how you feel about the question asked. THERE ARE NO INCORRECT ANSWERS.

Turn your Answer Sheet so that the pencil is at the top of the sheet pointing to the right. (Hold up the Answer Sheet. See Figure Three.)

Figure Three. Preparing the Answer Sheet for Responses to Questions.

[illegible]

On your Answer Sheet, find the same number as the question has in your Questionnaire. Choose one of the answers for that question. Mark the letter for the answer you have chosen. Mark only one answer for each question. If you want to change that answer, be sure to erase your first mark completely. Then mark the answer you want. All answers must be put on the Answer Sheet, not on the Questionnaire.

Let's do the first question to make sure you understand how to mark the answers. Find Question One in your questionnaire. Read it and decide on the answer that best matches how you feel about the question being asked. Mark your answer on your Answer Sheet.

(Give the students time to read Question One and its three possible answers.)

Just as an example, if you chose answer "C", "No preference or I'm not sure," you would find #1 on your Answer Sheet, find the letter "C" to the right of the #1, and fill in the bubble that contains the letter "C".

Remember, mark all your answers on the separate Answer Sheet, and mark only one answer for each question.

Find question #2 on the Questionnaire now, and begin.

(Most students will take approximately ten minutes to complete the questionnaire. Please allow students time to complete all eighteen questions.)

(After ten minutes ask:) How many of you are still working on the questionnaire?

(If some students are still working on it, say:) Fine, keep working.

(After another five minutes ask:) How many of you are still working on the Questionnaire? I would like all of you, once you have completed the Questionnaire to check your Answer Sheets to be sure you have darkened the bubbles correctly; that is, make sure one and only one bubble is darkened to the right of each question, and make sure that all darkened bubbles are darkened completely.

Thank you for your cooperation!

(After another two minutes, if some students are still working on the Questionnaire, say:) You should all be finishing up your questionnaire now. Remember, once you have completed your questionnaire, check your Answer Sheets to be sure you have darkened the bubbles correctly.

(Collect all of the Questionnaires and the Answer Sheets. Check the Region Identification Number on each Answer Sheet for accuracy. The Questionnaires may be retained by your school. All Answer Sheets must be returned to your school's (school district's) Student Services Committee representative. Please prepare these Answer Sheets as a

single packet. Each Answer Sheet should be faced with the bubble-side up; and have its notched corner at the upper-right.)

(Thank you for your assistance!)

III - Collecting and Analyzing Area Demographic Information

Education for employment programs should be based, in part, on the demographics of the local geographic area. The total number of vocational programs offered in an area should relate in some manner to the size of the potential population to be served. A group of agencies will probably not want to offer more programs than the population can support unless unusual circumstances warrant low enrollment offerings. The planning grant director must work with the Program Committee(s) to use this type of information. This Committee(s) can examine data from several sources.

1. Each district should share population projections. (In the case of separate elementary districts, efforts may have to be made to gather enrollment projection data from each.) Local educational agencies population trend data should be used to judge the relevance of other sources of data. Enrollment information at the high school level should include the following data elements:
 - a. current 9-12 grade population for the geographic area;
 - b. current 9-12 grade participation in vocational education programs;
 - c. percent of total population enrolled in vocational programs;
 - d. estimated number of students enrolled in vocational education programs;
 - e. estimated number of 11-12 grade students enrolled in vocational education programs; and,
 - f. number of programs (range) which can efficiently serve the estimated student population.
2. The Committee(s) should examine census data available for the geographic area. The composition of the area's work force by age, race and sex should be assessed.
3. The Committee(s) should analyze unemployment data for the area's youth and adults.
4. The Committee(s) should examine programming and enrollment trends in public and private post-secondary institutions which serve the area. This might be facilitated by asking a vocational administrator or research director from one or more community colleges and a manager of one or more private training establishments to serve on the Program Committee(s). Such persons should provide descriptions of current and projected programs and enrollment trend data.
5. Special attention should be given to special populations on need of training opportunities. This could include disadvantaged, limited English proficient and/or handicapped students, single

parents, displaced workers, displaced homemakers and adults in need of retraining.

By using demographic information, planning grant participants should have a clear picture of the potential population in need of training opportunities and the characteristics of that population. This will be valuable information when determining which programs can realistically be provided to the population being served and later when identifying which support services will be necessary for special populations involved in those programs.

IV - Validating Labor Market, Student Interest and Demographic Information

Local validation of data by a representative group of individuals from the geographic area is important in the program decision-making process. Additions or revision in LMI, student or demographic data should occur based upon local information not available in the state-wide data bases. Recent area events may greatly alter the validity of the existing data. As an example, the decision of a large industry to locate in a geographic area may not be reflected in existing LMI data. This shift in employment must be considered for during the local level validation process.

The Project Advisory Council formed for the planning grant should be involved in the validation process. Other individuals should be included in the validation effort periodically as needed. This validation step could serve as a major public information/involvement vehicle for publicizing the entire area delivery system concept.

V - Inventorying Existing Resources

Most local areas developing education for employment systems will have an array of current program resources which may be used to support the new system. For this reason, it is important to identify existing programs, staff, student support services and facilities/equipment. These data, when combined with validated LMI, student interest, and demographic data, will serve as the foundation for decisions regarding program offerings in the education for employment area.

Inventory of Current Programs: This data element could include a summary of information from Local Plans, reimbursement claims and Vocational Education Data System (VEDS) reports for each educational agency in the planning area. Student and employer follow-up information could be utilized to assess the need for existing programs. In addition, program enrollments and completions by sex and special needs identification (disadvantaged, handicapped, limited English speaking) will be very useful for decision-makers. Both secondary and post-secondary programs (public and private) should be identified at this point.

Inventory of Present Staff Assignments: During Fall, 1985, vocational instructors should be involved in several kinds of data

gathering efforts. This activity and the next (Assessment of Present Facilities and Equipment) could be assigned to vocational instructors. Instructional personnel could be assembled by vocational areas or by attendance centers for this purpose (See Appendix A for a sample instructor questionnaire). An assessment of available student services could also be conducted for the planning area at the same time.

Assessment of Present Facilities and Equipment: These data may be collected during meetings with vocational instructors. The intent of the activity is to: 1) gather general information about vocational classrooms, laboratories and equipment, and 2) to provide instructors with opportunities to share their feelings regarding facility/equipment needs (See Appendix E for Equipment Assessment form).

VI - Identifying Occupational Training Program Needs

This step will involve the process of relating occupational needs with a plan for improving or expanding programs to be offered within a geographic area. During the process, external and inter-regional data collected should help decision-makers determine proposed vocational programs to be offered individually and jointly as well as the approximate number of these programs which should be offered in the education for employment system.

The final list of programs should be based upon: 1) demonstrated LMI needs, 2) student interest, 3) population characteristics, 4) local validation, 5) comparisons of labor market supply and demand information, and 6) realistic assessment of existing resources, this activity should culminate in the documentation of future needs for the proposed education for employment system. The end product will serve as the first of two program approval documents to be submitted to the State Board. Once initial program approval is received by the region, the planning grant area will proceed with defining the occupational tasks necessary for future curriculum development.

VII - Developing Future Plans

The final step for 1985-86 should include development of a plan which accurately depicts the process of moving from 1985-86 to the next year, and it is at this point that issues such as identification of a high school vocational core, clustering and secondary/post-secondary articulation may be addressed. Future plans should include local parameters which will affect program implementation. Future staff development needs may also be addressed at this time (See Appendix C and D for forms that may help in this area).

Much of the activity associated with Phase II is concerned with preliminary identification of regional programs and services. Although articulation activities will be addressed in Phase III, it is important to establish initial secondary/post-secondary articulation activities during 1985-86. Transition from one educational level to another should be as smooth as possible. Furthermore, most community

colleges already provide programs and services which can benefit high school students.

All programs offered at the high school level will not have post-secondary counterparts. No matter, many strategies can help to assure articulation among elementary, secondary and post-secondary programs. Some are:

- a. joint efforts of instructors at both levels to assure minimum overlap and multiple exits to work or further training;
- b. encouraging high school vocational instructors to obtain technical updating via experiences at community colleges and/or other agencies;
- c. improving understanding of program goals and requirements at secondary levels;
- d. encouraging staff to jointly develop competency-based curriculum materials for both levels;
- e. encourage both levels to experiment with such approaches as using the same program advisory committee for both levels;
- f. conducting joint in-service training programs;
- g. encouraging staff members from both levels to visit classes at the other level; and
- h. sharing facilities, resources, staff and programs.

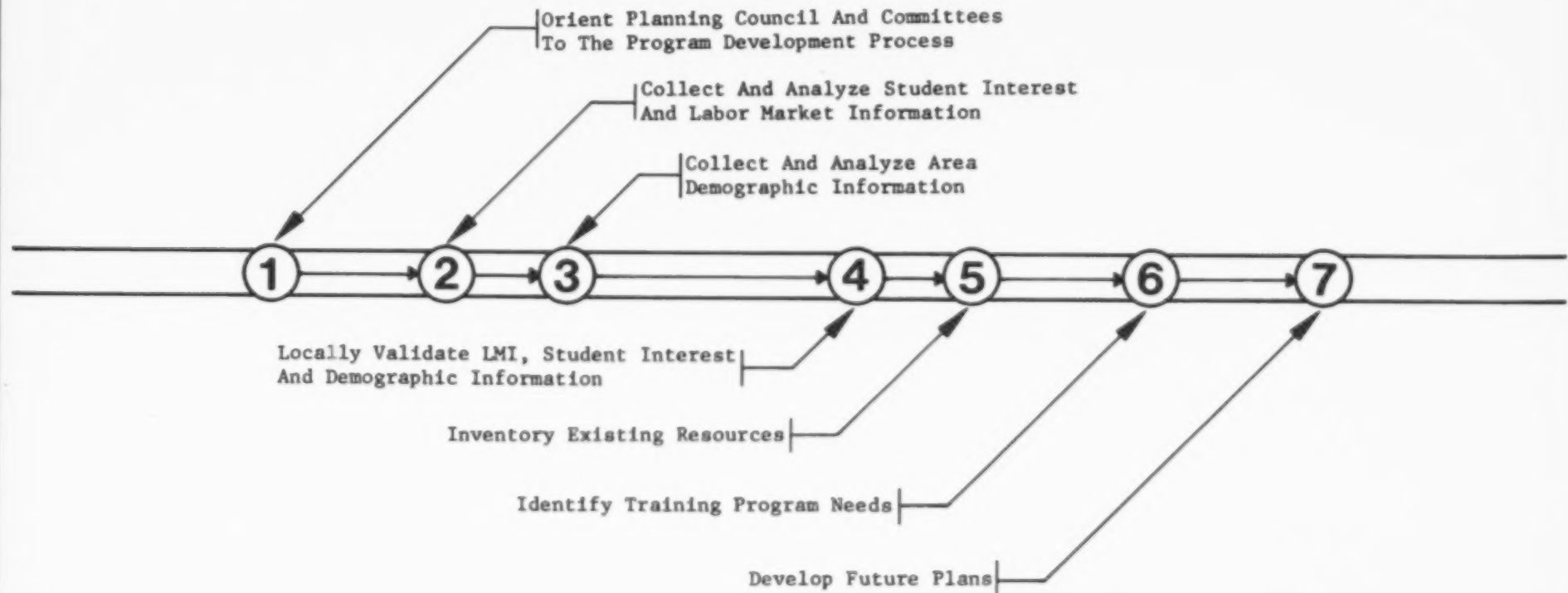
At the onset of the planning process, it is important to build a climate which will facilitate harmonious working relationships between personnel at different educational levels.

Time Line

The following time chart reviews, in chronological sequence, the steps to be taken in the process of collecting and analyzing information for program decision-making.

COLLECTING AND ANALYZING INFORMATION FOR PROGRAM DECISION-MAKING

JULY 1 AUG. SEPT. OCT. NOV. DEC. JAN. FEB. MAR. APRIL MAY JUNE 30



DEVELOPING A COMPREHENSIVE INFORMATION DISSEMINATION PROGRAM

Overview

The time that planning grant staff devote to the development and implementation of a comprehensive information dissemination program will pay dividends in the establishment of the education for employment system. Public relations works only if it involves consistent, well-planned effort. Staff will need to create a information dissemination plan that involves each of the areas of the public which must be involved in developing an education for employment system. This will include students, educators, parents, business people, political leaders, legislators and others. Much of the success of the existing education for employment systems has come as a direct result of good communication on the part of project staff. This section of the Guidebook describes the process recommended for developing an effective information dissemination program.

The Information Dissemination Program Plan

It may not be possible during the initial phase of planning an education for employment system to gain full and unconditional support from all people who will ultimately be associated with the system. However, much of the information presented in Phase I of the Guidebook, and especially Phase II, if properly communicated to people, will do much to gather support for a new education for employment system. Most people agree with the need for quality programs that are accessible to students and offered in an efficient manner. It is important to communicate these goals for the system.

Some questions, such as the following, may be raised as the education for employment system is formed:

- 1) How am I going to be affected by this new system?
- 2) Will I have to change what I'm doing, go back to school, or learn a brand new trade?
- 3) Is it possible that my services won't be needed in this new system?
- 4) Will I have anything to say about what happens in the new regional program?
- 5) Will I be forced to change my program to a competency-based format?
- 6) Are students going to spend half of the day riding buses?

Most people realize the inevitability of change. However, they are extremely concerned when they don't know the extent to which change will effect them. Because education for employment systems are going to require considerable change, it is important to obtain maximum

participation of all who might be involved in the system's design and to keep people fully informed regarding developmental processes. Part of the reason for establishing a project committee structure is to involve large numbers of people in the design of the education for employment system.

Information dissemination programs can be developed with the aid of the 1981 Illinois State Board of Education publication Communication by Design: A Public Relations Handbook. Complimentary copies will be provided to each planning grant director along with in-service in the Handbook's use.

The Communication by Design Handbook presents topics such as:

- 1) planning a local information dissemination program,
- 2) preparing news and media releases,
- 3) preparing effective brochures,
- 4) developing displays,
- 5) promotional values of special events, and
- 6) additional resources helpful in communications and information dissemination.

The Handbook provides an eight-step process for establishing public relations programs or, in this case, a more localized information dissemination program. These eight steps will require that planning grant directors:

- 1) determine present perception of local publics about education for employment,
- 2) develop objectives for the system's information dissemination program,
- 3) identify clientele to be reached,
- 4) develop strategies and techniques for reaching publics,
- 5) develop a calendar of continuous information dissemination activities to be followed during the planning grant,
- 6) implement the information dissemination program,
- 7) evaluate the information dissemination program, and
- 8) make adjustments to the information dissemination program.

The eight-step process for developing an information dissemination program plan is further defined as follows:

1. Determine Present Perceptions: An information dissemination program may be viewed as simply "a-b=c". In this formula, "a" represents that you would like people to know about the proposed regional system and the attitudes you would like for them to possess; "b" represents information and attitudes the people possess about regional delivery presently; and "c" represents goals which must be achieved by the program.

Techniques which may be utilized to determine what clientele presently know and believe may be as formal as developing and administering well designed questionnaires or survey instruments or as informal as gaining perceptions from advisory council members, board members, and others. Informal exchange at a Fall teachers' institute may, for example, help the planning grant director assess instructors' knowledge of the proposed education for employment system.

Those who want to develop assessment questionnaires for determining present perceptions can review pages 4, 5, and 8-12 of the Communication by Design Handbook. Regardless of whether questionnaires, interviews or informal processes are used, the important question is: "Do we have an accurate perception of what people know and believe about education for employment?"

2. Develop Objectives for an Information Dissemination Program: After determining what is presently known and believed by various client groups in the region, it is important to establish the objectives to be achieved. Perceptions from committee members are extremely important. However, committees work best in objective development and program design in a reactionary, rather than a developmental role, i.e., frequently committees do not write well (or much).

It is generally recommended that both short- and long-term objectives be developed at this time. As a short-term objective, the plan should emphasize the need for every vocational teacher to be aware of area-wide education for employment efforts. For assistance in this phase of development, the planning grant director may refer to pages 13-19 of the Handbook.

3. Identify Clientele to be Reached: In developing an effective information dissemination program, objectives may need to be developed for several different groups. These groups may include:
 - a. Students (past, present, prospective),
 - b. Parents, or guardians, of students (past, present, prospective),
 - c. Faculty and Professional staff (elementary, secondary, post-secondary),

- d. Employers,
- e. Employees,
- f. Citizens not represented in any of the previously mentioned groups,
- g. Government officials,
- h. Special community-based groups, and
- i. Special populations such as single parents, minorities, older adults, and others.

The decision important in this step of developing an information dissemination plan is determining which of the client groups should be addressed first to maximize successful planning, development and implementation of the education for employment system. Most would agree that support from faculty and professional staff is extremely important during initial phases of program planning, whereas, other groups become important during later developmental activities.

4. Develop Strategies and Techniques: Choosing appropriate methods to achieve objectives specified in the information dissemination program is a key for a successful information dissemination program. In addition to information contained on pages 19-86 of the Communication by Design Handbook, the following strategies/ideas are presented for consideration:
 - a. personal contact is the best way to achieve good information dissemination,
 - b. special presentations by personnel from other regions is one form of good personal contact. For example, bring in a teacher from another system that has upgraded his/her skills and has new equipment in the classroom. Presentations should be augmented with visuals and handouts (See Appendix B for assistance with sex-fair language in developing publications),
 - c. system successes should be described in local newspapers, as newspaper articles are extremely important information vehicles in most areas,
 - d. radio and television have potential in some regions,
 - e. professional looking brochures and pamphlets are essential, and
 - f. newsletters will be useful in informing individuals on the progress of the new system.

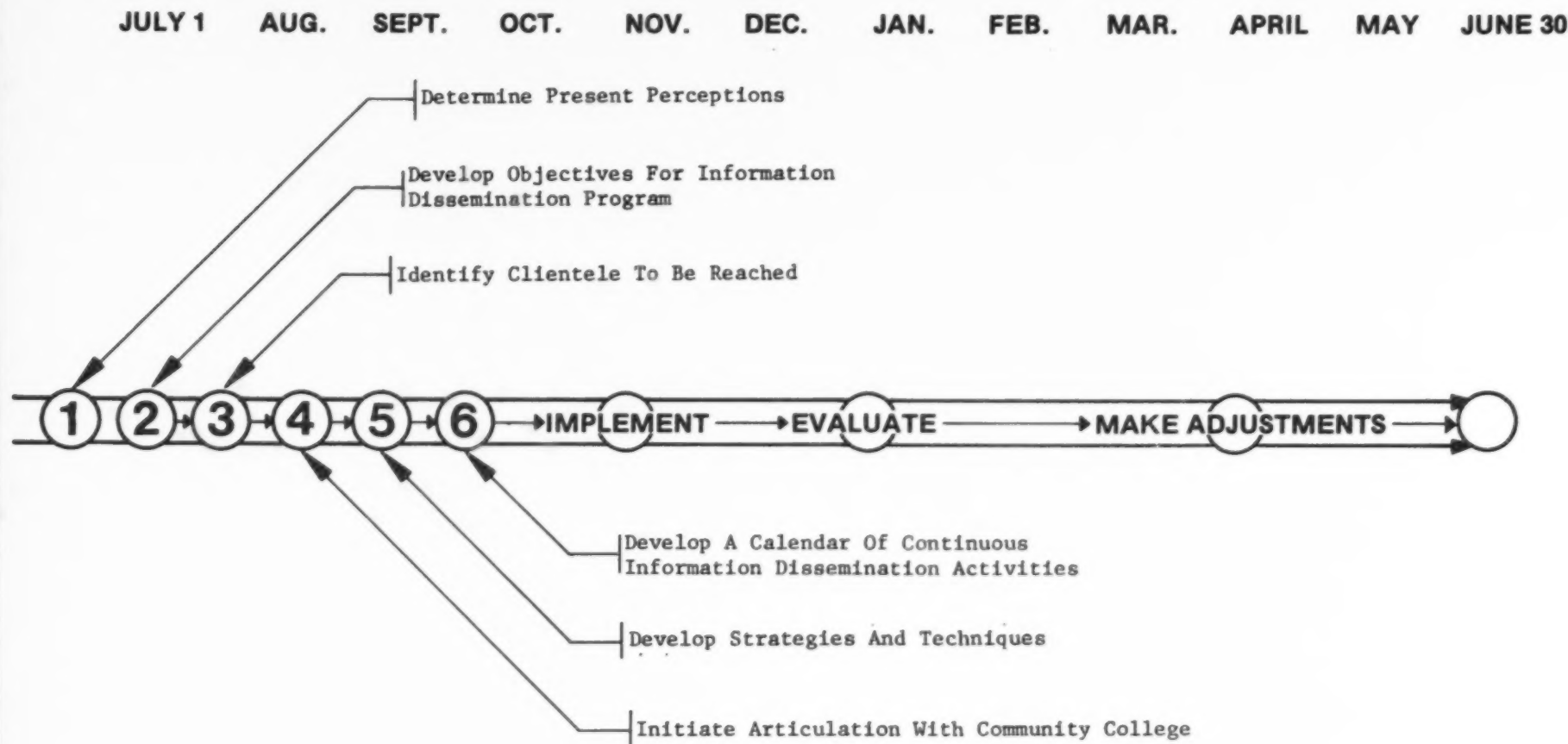
5. Develop a Calendar of Continuous Information Dissemination Activities: One important principle of any information dissemination program is continuity. This principle suggests that the project's information dissemination activities should be scheduled in the same fashion in which one would schedule any other important function. The most common format for scheduling is to develop a twelve month calendar of information dissemination events. Pages 13-17 of the Communication by Design Handbook deal with preparation of a calendar. The following should be considered:
 - a. the tendency is to schedule too many activities which may lead to failure of the entire plan,
 - b. activities listed in the calendar should be related to objectives and clientele groups specified in steps 2 and 3,
 - c. one person should be responsible for implementation of the information dissemination plan, and
 - d. extend the calendar beyond the end of the normal school year to assure continuity of the program from year to year.
6. Implement the Information Dissemination Program: This phase of the process involves no more than doing what is specified in the calendar of events. Special considerations include:
 - a. Does the region have well defined policies regarding dissemination activities?
 - b. Will personnel need special training prior to implementing the plan?
 - c. Will additional resources be needed?
 - d. Who should be involved in implementation of activities?
7. Evaluate the Information Dissemination Program: The following questions should be central to evaluating the program. Are specified objectives being achieved via strategies, tactics and activities? If the answer is "yes", the program is on target; if the answer is "no", adjustments need to be made. Answers may be ascertained by various techniques ranging from monitoring through seeking input from advisory groups and (the most common) talking with representatives from target clientele groups.
8. Make Adjustment to the Program: If vehicles utilized are failing to achieve objectives specified, adjustments need to be made. The task is to determine which strategies are, and which strategies are not, working.

The three common ways to make such determinations are observation, survey and interview. The method(s) chosen by regional personnel will be influenced by local constraints.

Time Line

The following time chart reviews, in chronological sequence, the steps to be taken in developing an information dissemination program for a developing education for employment system.

INFORMATION DISSEMINATION PROGRAM



DEVELOPING AND FORMALIZING A JOINT AGREEMENT

Overview

One of the important purposes for the planning grant in 1985-86 is the development of a formal operating structure for the education for employment system. That activity will entail the development of a joint agreement between participating districts. It will involve a long process of give and take on the part of districts as they keep in mind the importance of quality, access, and efficiency in the operation of an area's comprehensive education for employment program.

The Executive Committee, identified earlier in this Guidebook, should be responsible for developing the joint agreement for review by all participating districts who are on the project's Planning Council.

Understanding the School Code

The School Code of Illinois allows local districts to form joint agreements as a legal relationship for operation and funding of multi-district consortia. Districts participating in a joint agreement for education for employment purposes should be familiar with all sections of the School Code of Illinois which deal with such agreements, their operation, fiscal records and fiscal audits.

The Illinois State Board of Education involvement in the approval of a joint agreement relates to the use of vocational funds for approved vocational programs and for transportation purposes. If funds of either type are involved, the State Board of Education has responsibility to assure that programs are operated according to the School Code of Illinois.

The following School Code sections identify and define joint agreement requirements as related to vocational programs:

- | | |
|-------------------|---|
| Section 10-22.31a | <u>Joint education programs</u> - describes the content of a joint agreement. |
| Section 10-22.22 | <u>Transportation for pupils-tuition</u> - describes the cost of conducting and maintaining area secondary vocational schools. |
| Section 3-15.14 | <u>Cooperative education programs</u> - describes joint education programs operated solely by the Regional Superintendent of Schools. |
| Section 10-17 | <u>Statement of affairs</u> - describes accounting procedures for a joint agreement. |
| Section 3-15.1 | <u>Reports</u> - describes annual financial reporting statements for a joint agreement. |

- | | |
|-------------------|--|
| Section 3-7 | <u>Failure to prepare and forward information</u> - describes audit, including financial statements, for operation of a joint agreement. |
| Section 29-5 | <u>Reimbursement by State for transportation</u> - describes transportation reimbursement for a joint agreement. |
| Section 10-22.31b | <u>Joint building programs</u> - describes acquiring, establishing and maintaining sites and buildings for area vocational education programs. |
| Section 17-1 | <u>Annual budget</u> - describes annual budget procedures for joint agreements. |

Developing the Joint Agreement

A format has been developed which must be used for formulating a joint agreement. This format is used in four examples which appear in Appendices F, G, H, and I. These example joint agreements meet the requirements of the School Code of Illinois. The agreements include different organizational structures and funding procedures. They may be used as models for developing an area's joint agreement.

The key to the development of a joint agreement for an education for employment system is shared development by participating districts. Experience has shown that joint agreement sections on organization, operation and finance are complex and are best developed by sub-committees appointed by the project's Planning Council. Past experience suggests that as many as five sub-committees may be necessary for accomplishing this segment of the planning grant. Sub-committees may be established to address issues of governance, finance, personnel, programs and transportation. The planning grant director should be an ex-officio member of these sub-committees and have a role in carrying out their work.

Time lines for completion of the joint agreement should be developed and agreed upon by all participating districts along with a process for voting on joint agreement issues. Legal assistance may be necessary during the development of a joint agreement. Upon approval of the joint agreement by local boards of education, a continuous Joint Agreement Resolution must be signed by each participating district and attached to the joint agreement. A sample resolution follows the outline for the joint agreement.

The joint agreement is submitted to the State Board of Education, Department of Adult, Vocational and Technical Education for approval in June, 1986. The joint agreement may be sent to the Department at the time that the planning grant continuation proposal is submitted. In this manner, districts which have changed alliances can be accounted for in the new proposal.

The format for developing an area's joint agreement appears in Figure 1 which follows. The joint agreement resolution, to be signed by participating districts, appears in Figure 2.

Figure 1

FORMAT FOR A JOINT AGREEMENT
BETWEEN PARTICIPATING DISTRICTS
OF A
REGIONAL VOCATIONAL SYSTEM

ARTICLE I - GENERAL

- Section 1 Name of Joint Agreement (assure that all members can support the name and that it be useful in a logo and public relations program)
- Section 2 Purpose (general purposes are stated broadly enough to subsume initial and subsequent programs and services)
- Section 3 Membership (name districts participating)

ARTICLE II - ORGANIZATION AND OPERATION

- Section 1 Governing Board (determine membership, officers, meetings, quorum and purposes)
- Section 2 Administrative Agent (identify and define major responsibilities)
- Section 3 Administrative Structure (identify system staff)
- Section 4 Duties of Administrative Personnel (identify general duties in accordance with the Governing Board decisions)
- Section 5 Advisory Committees (define structure and functions for General Advisory Council and Program Advisory Committees)

ARTICLE III - PROGRAM

- Section 1 Program Selection (develop criteria for selection using labor market information, student surveys and community acceptance)
- Section 2 Program Management (define responsibilities for staffing and use of facilities and equipment)

ARTICLE IV - FINANCE

- Section 1 Administrative Costs (decide what is to be included in cost of program)

Section 2 Operating Costs (identify what is to be included in cost of program)

Section 3 Personnel Costs (decide how to apportion time to be included in the program)

Section 4 Procedures for Financing Joint Agreement (decide how each district is to provide its share of current operating expenses and procedures for year-end settlement)

ARTICLE V - TRANSPORTATION

Section 1 Designation of Responsibility (who incurs expense and who claims reimbursement)

Section 2 Coordination (between districts)

ARTICLE VI

Procedures for Withdrawal of a District from a Joint Agreement (see Section 10-22.31 and 10-22.31a of The School Code of Illinois)

ARTICLE VII

Provision for Amendments (how, and under what conditions, may the agreement be amended)

Joint Agreement Resolution - Attach signed copy of each participating district resolution

Note: Other Articles and Sections may be added to cover agreements not covered by The School Code of Illinois

Figure 2

A CONTINUOUS JOINT AGREEMENT RESOLUTION

Whereas, present statutes allow school districts to jointly offer programs for better educational advantages; and

Whereas, Sections 3-15.14 and 10-22.31a of the School Code of Illinois authorize joint agreements between several school districts, through their school boards, to establish such programs:

Now, therefore, let it be resolved that _____, No. _____, _____, County of _____, Illinois is authorized to enter into a joint vocational agreement with other qualified and participating School Districts; and,

Be it further resolved that the President and Secretary of this Board are hereby authorized to direct and execute said working agreement, copy of which is attached hereto, and made part therefore; and,

Be it further resolved that the President and Secretary of this Board are hereby authorized to direct and execute the letter of understanding, as presented, a copy of which is attached hereto; and,

Be it further resolved that _____ is hereby designated as the voting representative for this School District at a meeting of all ratifying districts to determine the overall feasibility of a joint commitment as outlined by Article VIII, Section 8-1 of the working agreement attached hereto.

CERTIFICATION

I, _____, Secretary of the Board of Education of _____, No. _____, _____ County, Illinois, do hereby certify that the above and foregoing is a true and correct copy of a certain resolution which was duly passed by said Board at its regular meeting held on the _____ day of _____ A.D., 19__.

ATTEST

President of Board

Secretary of Board

District Number County

District Number County

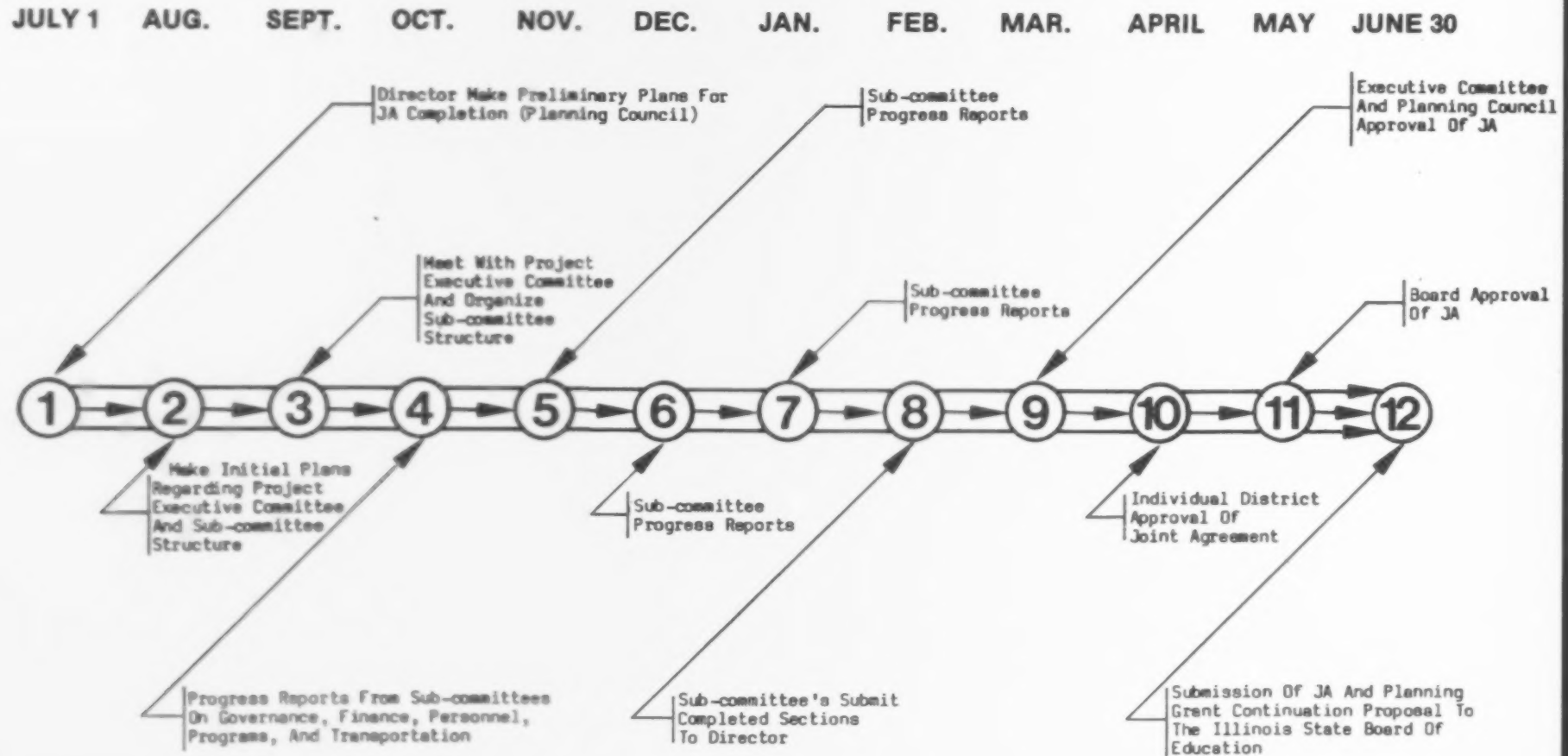
City State

City State

Time Line

The following chart reviews, in chronological sequence, the steps to be taken in developing a joint agreement for an education for employment system.

JOINT AGREEMENT (JA) DEVELOPMENT



APPENDICES

APPENDIX A
VOCATIONAL EDUCATION INSTRUCTOR QUESTIONNAIRE

VOCATIONAL EDUCATION INSTRUCTOR QUESTIONNAIRE

1. Date: _____
2. School: _____
3. Name: _____
4. Which specific vocational classes do you teach? (Grades 11 & 12)

<u>Course</u>	<u>Grade</u>	<u>Enrollment This Year</u>		<u>Enrollment Last Year</u>	
		<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

5. Which specific pre-vocational classes do you teach? (Grades 9-10)

<u>Course</u>	<u>Grade</u>	<u>Enrollment This Year</u>		<u>Enrollment Last Year</u>	
		<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

6. How have your enrollments changed over the past five years?
 _____ Higher _____ Lower _____ Stayed the same _____ Varies
7. In your opinion are all interested students able to enroll in your program or courses?
 _____ Yes _____ No
8. Number of years employed in education _____
 Number of years employed in the District _____
 Number of years in present position _____
9. Number of years work experience outside of education _____

10. How, if any, is your outside work experience related to what you are teaching?

_____ Closely related _____ Somewhat related _____ Not related

11. Highest degree held _____ Date obtained _____

12. How current or up-to-date is your vocational program?

	<u>Current</u>	<u>Adequate</u>	<u>Out-of-date</u>
Curriculum	_____	_____	_____
Lab	_____	_____	_____
Shop	_____	_____	_____
Classroom	_____	_____	_____
Equipment	_____	_____	_____
Others _____	_____	_____	_____

13. Does your school utilize a replacement program to up-date equipment for your subject areas?

_____ Yes _____ No

14. Do your students participate in cooperative vocational education as a capstone activity?

_____ Yes _____ No. If yes, what program _____

15. What types of in-service activities would aid in updating and/or improving your vocational area? (X check all that apply)

_____ Program planning and evaluation activities.

_____ Visiting exemplary programs in other schools.

_____ Technical content workshops.

_____ Curriculum development.

_____ Visits to business and industry.

_____ Other _____

16. Do you have a specific program advisory committee?

_____ Yes _____ No

17. If you do have a specific program advisory committee, is it active?

_____ Yes _____ No

How many times does it meet every year? _____

18. How much of your vocational education instruction is competency-based?

_____ All _____ Most _____ Some _____ Little _____ None

19. What additional vocational programs should be available to students in your high school?

20. How might vocational programs in your school be improved?

Thank you again for completing this questionnaire.

APPENDIX B
SEX-FAIR LANGUAGE

GUIDELINES FOR SEX-FAIR LANGUAGE

1. Actions and achievements for females should be recognized in language usage.
2. Women and girls should be given the same respect as men and boys in language usage.
3. Language usage needs continuous review. Avoid language that omits women:

early man	repairman
man and his world	common man
businessman	the motorist...he

4. Avoid language that is demeaning of women:

"The plant manager allowed women considerable control."
 "Mary Wells Lawrence is a highly successful woman advertising executive."
 "the weaker sex"
 "the lady carpenter"
 "the little woman"

5. Avoid language which results in sex-role stereotyping as in:

"In New England the typical business was so small that the owner and his sons could take care of it by themselves."
 "Al listened patiently to the ladies chatter."
 "Children learn from the wise men of their town."

6. Women should be treated as a part of the rule, not as the exception. Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "woman doctor" and "male nurse", should be avoided.

ALTERNATIVES TO SEXIST LANGUAGE

<u>Sexist Language</u>	<u>Non-Sexist Language</u>
policeman, mailman, fireman	police officer, mail carrier, fire fighter
foreman	supervisor
mankind	human-race
forefathers	ancestors, predecessor
office girl	woman in the office
housewife	homemaker
the man on the street	the person on the street
everyone did his work	the students did their work, or everyone did his/her work
Gentlemen: or Dear Sir: (in correspondence)	Dear Sir or Madam: Dear Researchers: Dear Educators: Dear Colleagues: (or other term describing profession)
She is a pretty good carpenter for a girl.	She is a good carpenter.
he--she, him--her, himself--herself	they, students, him/her, she/he, himself/herself
chairman (of an academic department)	chairperson, chair (if it is known and the institution has established either form as an official title--otherwise use chairman)
chairman (presiding officer of a committee or meeting)	chairperson, moderator, discussion leader

APPENDIX C
QUALITY ASSISTANCE PLANNING FORM

QUALITY ASSISTANCE PLANNING FORM
School Year - 1985-1986

I. NAME: _____ SCHOOL: _____

1. Major teaching assignment: _____
2. Other teaching assignment: _____

3. Extra duty assignment, club sponsor, etc. _____

4. Which of the above is your newest assignment? _____
Since when? _____
5. Of the above, with which do you feel least comfortable? _____

6. What is your work experience? _____
How long ago? _____

II. LIST SPECIFIC AREAS WHERE YOU FEEL PROFESSIONAL NEED.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
- (List additional needs on back if necessary.)

III. DESCRIBE ALL GROUP STAFF DEVELOPMENT ACTIVITIES COMPLETED IN 1984-85. (Workshops, institutes, etc.)

1. _____

 2. _____

 3. _____

- (Continue on back if necessary.)

IV. DESCRIBE ALL INDIVIDUAL STAFF DEVELOPMENT ACTIVITIES FOR 1984-85. (Reviewed new textbook for accounting class, attended university graduate class, etc.)

1. _____

2. _____

3. _____

V. DESCRIBE YOUR INVOLVEMENT WITH YOUR PROFESSIONAL VOCATIONAL ORGANIZATION _____

VI. IN WHAT PROFESSIONAL DEVELOPMENT ACTIVITIES DO YOU PLAN TO PARTICIPATE DURING 1985-86?

☐ Professional Meetings	☐ University Classes
☐ Professional Conventions	☐ Group Voc Teacher Workshops
☐ Review Sample Textbooks	☐ (Regional)
☐ Field Trips to Bus/Ind	☐ Computer Conference
☐ Summer Internships	☐ Micro-Computer Conf
☐ Regional Planning Committee	☐ Serve on Evaluation Team
☐ Write Competency-Based Curriculum	☐ Other: _____

VII. WHICH FOUR OF THE ABOVE WILL BE MOST IMPORTANT, AND WHAT DO YOU EXPECT TO GAIN FROM EACH: (List in order of importance.)

1. _____
2. _____
3. _____
4. _____

VIII. WHAT COULD THE REGIONAL VOCATIONAL EDUCATION SYSTEM DO TO IMPROVE YOUR VOCATIONAL PROGRAM?

APPENDIX D
VOCATIONAL EDUCATION STAFF DEVELOPMENT NEEDS ASSESSMENT

VOCATIONAL EDUCATION STAFF DEVELOPMENT NEEDS ASSESSMENT

- INSTRUCTIONS: 1. Check your vocational specialty.
 2. Place a check in front of any area in which you feel any degree of need for inservice.
 3. In the blank following each area checked, indicate the letter(s) of the incentive(s) or method(s) you feel would be appropriate inducement for participation in an inservice activity in that area.

- INCENTIVES/METHODS: A. Graduate course
 B. Institute Program(s)
 C. Departmental inservice
 D. Mini-grants for project data gathering, etc.
 E. Released time--substitutes provided
 F. Stipend for after school workshops in the district of department
 G. Other--specify _____

___ Agriculture ___ Business ___ Health ___ Home Economics ___ Industrial

-
- | | |
|---|---------|
| ___ Helping disadvantaged students | 1. ___ |
| ___ Helping handicapped students | 2. ___ |
| ___ Helping students make career choices | 3. ___ |
| ___ Information about careers in your subject area | 4. ___ |
| ___ Information about jobs available to graduates in your subject area | 5. ___ |
| ___ Information about specific skills your students will need on the job | 6. ___ |
| ___ Help in developing course content to meet student's employment needs | 7. ___ |
| ___ How to develop sequential programs that lead to entry level job skills | 8. ___ |
| ___ How to develop sequential programs that avoid content duplication and omissions | 9. ___ |
| ___ Awareness of current practices in business and industry related to your field | 10. ___ |
| ___ Information about labor trends in order to prepare students for jobs that will be available | 11. ___ |
| ___ Understanding sequential programs as a concept | 12. ___ |
| ___ Understanding the one- and five-year plan | 13. ___ |
| ___ Utilizing community resources in your courses | 14. ___ |
| ___ Utilizing vocational advisory councils | 15. ___ |
| ___ Developing behavioral objectives for your subjects (to be given to students) | 16. ___ |
| ___ Developing behavioral objectives for sequential programs | 17. ___ |
| ___ Evaluating your instructional methods | 18. ___ |
| ___ Evaluating your course content | 19. ___ |
| ___ Evaluating sequential programs | 20. ___ |
| ___ Follow-up on employability of your program's graduates | 21. ___ |

___ Awareness of new books and materials in your subject(s)	22. ___
___ Awareness of new equipment in your subject area	23. ___
___ Personal skills that need to be acquired--specify _____	24. ___
___ Help in articulation with junior high vocational programs	25. ___
___ Help in articulation with junior college vocational programs	26. ___
___ Help in articulation with related programs at _____	
___ Area Center	27. ___
___ Help in articulation with same department within district	28. ___
___ Update on current teaching methods	29. ___
___ A graduate course in--specify _____	30. ___
___ Other areas--specify _____	31. ___

APPENDIX E
EQUIPMENT ASSESSMENT FORM

EQUIPMENT ASSESSMENT FORM

SCHOOL _____

VOCATIONAL AREA _____

ROOM NUMBER AND NAME _____

TEACHER'S NAME _____

List stationary and moveable equipment:

[illegible]

APPENDIX F

EXAMPLE 1 OF JOINT AGREEMENT FOR EXISTING VOCATIONAL SYSTEMS

- Example 1. AN AGREEMENT DEVELOPED BY NINE SMALL RURAL DISTRICTS AND A COMMUNITY COLLEGE IN A FOUR-COUNTY SYSTEM. THE REGIONAL SUPERINTENDENT OF THE EDUCATIONAL SERVICE REGION IS THE ADMINISTRATIVE AGENT. THE DIRECTOR IS HIRED BY THE ADMINISTRATIVE AGENT AND IS RESPONSIBLE, AND REPORTS TO THE ADMINISTRATIVE AGENT. BOTH MULTI- AND SINGLE-SITE PROGRAMS ARE FUNCTIONING.

JOINT AGREEMENT BETWEEN PARTICIPATING DISTRICTS
FOR A
FOUR COUNTY REGIONAL VOCATIONAL SYSTEM

ARTICLE I - GENERAL

Section 1.1 NAME

The name of this Regional Secondary Vocational System will be _____, hereinafter referred to as the SYSTEM.

Section 1.2 PURPOSE

The purpose of the SYSTEM is to provide specialized vocational programs for students who are enrolled in a participating school district and who are approved by the BOARD OF CONTROL; to provide the needed educational facilities and to employ a director and other professional staff for such programs as may be required; and to provide for the administration and financing of such programs, all in accordance with the provisions of the BOARD OF CONTROL, The Illinois School Code and other applicable provisions of Illinois law.

Section 1.3 MEMBERSHIP

1.3.1 Membership in this SYSTEM may be extended to all qualified (having a currently approved 1 and 5 year Vocational Plan) school districts within, and adjacent to, the boundaries of the _____ Counties Educational Service Region and which also meet all applicable laws and regulations, including those of the BOARD OF CONTROL.

1.3.2 Non-cooperating districts desiring to join after the initial enrollment date can be admitted only by a two-thirds (2/3) vote of the BOARD OF CONTROL as provided by Article II, Section 1.6 of this document and by meeting the following conditions:

- 1.3.2a They assume the assessment established by the BOARD OF CONTROL including, but not necessarily limited to, an equitable assessment for previous program development expenses;
- 1.3.2b They satisfy similar conditions which were met by present member districts as established by the BOARD OF CONTROL Control.
- 1.3.3 Membership shall continue provided that member districts may withdraw from this Joint Agreement in accordance with the provision of the Illinois School Code and Article IV of this agreement.
- 1.3.4 All matters of membership will be considered at regularly scheduled public meetings of the BOARD OF CONTROL.

ARTICLE II - ORGANIZATION AND OPERATION

Section 2.1 BOARD OF CONTROL

- 2.1.1 The BOARD OF CONTROL, hereinafter referred to as the BOARD, shall be composed of the superintendents from all member districts and one local school board member. Each member will be afforded one vote. Additionally, the Superintendent of the Educational Service Region, or his designated representative, will cast one vote.
- 2.1.2 When contractual agreements for vocational training are approved by the BOARD with other institutions/agencies, the appropriate Deans or Directors of the agencies with which the agreement(s) has been approved will be afforded one vote each.
- 2.1.3 The BOARD will hold regular quarterly meetings. Special meetings of the BOARD will be called by the Chairperson or upon request of any three (3) members. Notice of special meetings must reach all members at least 48 hours prior to the meeting. Such notice will contain time, place and purpose of the meeting. Emergency meetings may be called in accordance with the Illinois School Code.
- 2.1.4 The BOARD will, from its membership, elect a Chairperson, Vice-Chairperson, and Secretary who will serve for a term of one year each.

The BOARD may appoint a recorder to provide minutes of its meetings and perform other duties as may be required.

- 2.1.5 All meetings will be conducted according to the latest edition of Robert's Rules of Order, except as specified in this agreement.
- 2.1.6 A quorum of the BOARD will be constituted of a majority of the BOARD members. All resolutions and motions will require a majority of the votes cast for passage, except for items concerning the joining to, or withdrawal of districts from, the Agreement and amending the Agreement, which will require two-thirds (2/3) vote for passage. A quorum must be present to conduct any official business.
- 2.1.7 A designee may represent a member superintendent by presenting to the BOARD chairperson a letter from the member superintendent designating the following:
 - *Name of person and school district being represented.
 - *Name of designee.
 - *Length of time designee is authorized to represent the member superintendent.
- 2.1.8 The BOARD will:
 - 2.1.8.a develop and approve general policies which are necessary for the efficient operation of the SYSTEM;
 - 2.1.8.b develop and approve regulations and procedures designated to implement these policies;
 - 2.1.8.c be responsible for the adoption of an annual budget and for providing sound fiscal management as per Article III, Section 8, of this document;
 - 2.1.8.d approve the employment of all staff at the SYSTEM (administrative) level;
 - 2.1.8.e act on recommendations of the Director relative to the operation of the SYSTEM.

Section 2.2 ADMINISTRATIVE AGENT

- 2.2.1 In accordance with Section 3-15.14 of the Illinois School Code, the Superintendent of the Educational Service Region will be designated as Administrative Agent.

The designation of the Administrative Agent under this Joint Agreement may be changed or altered by the BOARD upon approval by two-thirds (2/3) of the votes of the member boards of education as outlined in Article II, Section 2.1.6. The effective date of any change of designation of Administrative Agent will be the beginning of the Joint Agreement's fiscal year. A vote to change the designation of the Administrative Agent must occur prior to March 31 in order to be effective for the upcoming fiscal year.

- 2.2.2 The Administrative Agent will be the legal and fiscal entity required to execute the programs in accordance with Section 10.22-31a of the Illinois School Code.

Section 2.3 ADMINISTRATIVE STRUCTURE

- 2.3.1 A Director will be approved and employed by the BOARD and will be directly responsible to the Administrative Agent. The duties, responsibilities and authority of the Director will be set forth in a Policy Manual. The Director and all SYSTEM employees will be placed under contract with the Administrative Agent in accordance with Illinois law.
- 2.3.2 The Administrative Agent will prepare and present policies relative to the development, implementation and supervision of the SYSTEM for approval by the BOARD. Such policies will be in accordance with the provisions of the Illinois School Code and other applicable provisions of Illinois law. These policies will be administered by the Director and his/her staff under the supervision of the Administrative Agent, in accordance with established written procedures of the BOARD.

Section 2.4 DUTIES OF ADMINISTRATIVE PERSONNEL

The Director will be responsible for the operation of the SYSTEM in accordance with policy established by the BOARD. Duties include serving as a resource person to the local professional and non-professional staff,

budgeting, financial planning and management, curriculum development and other tasks necessary for efficient operation of the SYSTEM.

Section 2.5 LAY-ADVISORY COMMITTEES

- 2.5.1 Two types of advisory committees will be utilized. They are: (a) General Advisory Committee, and (b) Occupational Program Advisory Committees.
 - 2.5.1.a The General Advisory Committee will be composed of the chairperson of each of the five Program Advisory Committees.
 - 2.5.1.b The Occupational Program Advisory Committees will be composed of citizens who represent particular occupational areas. The purpose of these committees will be to advise the BOARD and Director with regard to effective planning for, and operation of, an individual occupational area.
 - 2.5.1.c Each local board of education will appoint five non-educators to the Occupational Program Advisory Committee. The five representatives will consist of one each from Agriculture, Homemaking, Business-Marketing, Health-Medicine and Industrial Occupations.
 - 2.5.1.d Advisory Committee member terms will be for a period of three years. Original, equal numbered terms of one, two and three years will be determined by lottery.
 - 2.5.1.e Vocational instructors will be ex-officio members of their representative committees.
- 2.5.2 The committees will operate according to policies and procedures adopted by the BOARD. The composition and performance of the Advisory Committee will also adhere to all state and federal statutes, rules and regulations and guidelines.

ARTICLE III - PROGRAMS

Section 3.1 TYPES OF PROGRAMS AND/OR SERVICES

The types of programs and services offered will be determined according to whether the program or service is a region-wide SYSTEM function or a satellite function as follows:

3.1.1 REGIONAL SYSTEM FUNCTION

Regional programs and services will be determined by the BOARD, based on the recommendation of the Advisory Committee and the Director. Regional programs will include those which can be offered on a region wide basis and will be generally restricted to high cost/low incidence programs.

3.1.2 SATELLITE FUNCTION

Satellite programs and services will be determined by the participating superintendents within each satellite and will include, but not be limited to, existing joint agreements and contractual arrangements.

The Director will be responsible for submitting all satellite recommendations to the total BOARD for approval.

Section 3.2 ARRANGEMENTS FOR EMPLOYING STAFF

Such arrangements, including job descriptions, salaries, employment and supervision will be in accordance with Article II, Section 2.3.1 of this document and any subsequent procedures established.

Section 3.3 ARRANGEMENTS FOR PHYSICAL FACILITIES AND EQUIPMENT

Member districts may elect to utilize applicable provisions of the Illinois School Code including, but not limited to, Section 10-22, 31a, 17-2.4 and 19-30, to acquire, establish, remodel and/or maintain sites, equipment and buildings for satellite programs under the SYSTEM.

3.3.1 REGIONAL AND SATELLITE PHYSICAL FACILITIES

The cost of acquiring, building, remodeling, and maintenance of satellite site(s) will be determined by the BOARD from the recommendations of the individual Satellite Councils (defined hereafter) and the

Administrative Agent as outlined in the SYSTEM's Policy Manual.

Section 3.4 REGIONAL SITES

Selected instructional programs under the SYSTEM will be delivered to students via regional programs which will be administered by the BOARD and the Administrative Agent.

Each regional program will be established to meet the needs of the students within the region and will generally be limited to high cost/low incidence programs not typically found within the region's secondary schools. Selection of regional programs will be based upon sound planning including student interest surveys, employer surveys and appropriate governmental agency surveys conducted by the Director.

Section 3.5 SATELLITE SITES

Some instructional programs under the SYSTEM will be delivered to students via a series of Satellite programs which will be administered under the Regional Vocational System umbrella.

Each Satellite is to be established to meet the unique and specialized needs of those member districts it services. Therefore, each satellite will, with the assistance of the director, set up a Satellite Council of the BOARD hereinafter referred to as the Satellite Council.

Membership on the Satellite Council will consist of the Superintendent of each member district that has one or more students participating in the instructional program of that Satellite. (Note: A Superintendent may participate on more than one Satellite Council if the member district he/she represents has students participating in more than one Satellite program.)

- 3.5.1 The Satellite Council will be responsible for setting goals, identifying programs, making recommendations for Satellite staff employment, setting budgets and all other items necessary for the efficient and effective operation of the Satellite center. All action taken by the Satellite Council will be recorded by the Director's Secretary and presented for approval to the entire BOARD at the next regularly scheduled meeting.

- 3.5.2 The Satellite Council will meet on only a call basis by either the Director or a majority of participating Satellite Superintendents.

Section 3.6 INVOLVEMENT OF OTHER COMMUNITY AND STATE AGENCIES

The Administrative Agent with the advice and consent of the BOARD will organize and effectively implement a system of communication with persons, organizations and groups within the Four-County Service Area. The Administrative Agent, with the advice and consent of the BOARD will establish and maintain efficient liaison with all applicable local, state, federal, and other governmental agencies that provide education and training.

Section 3.7 EQUAL ACCESS TO PROGRAMS

The Administrative Agent with the advice and consent of the BOARD, will be responsible for the development of a policy that ensures equitable access for the enrollment of students from the participating districts.

Section 3.8 FINANCE

- 3.8.1 Per district cost will be determined by the Director based upon the annual budget adopted by the BOARD. Member districts will participate in the expenses of the operation of the Regional Cooperative as defined in Section 10-22 of the Illinois School Code and hereinafter set forth.

- 3.8.2 Each member district will pay the Administrative Agent such sums of money due on a tuition basis as computed from the operating budget adopted by the BOARD each year. Billing will be calculated on the basis of the enrollment commitment from each member district, established May 15 for the following year.

Payment in the amount of 30 percent of the May 15 enrollment commitment will be made to the Administrative Agent on or before July 1. Subsequent 30 percent payments will be due on October 1 and January 1. The remaining 10 percent will be due on May 1. Final tuition adjustment for the fiscal year will be made on the May 1 payment date.

- 3.8.3 Payment charges will be computed by the following two methods:

- 3.8.3.a Administrative costs will include the salaries of the director and secretary/bookkeeper, benefits for staff, supplies, and the salaries of other personnel and items that provide services to all participating districts.

Administrative costs will be computed by determination of the percentage of 9-12 enrollment of each LEA to the total enrollment of all member districts. Each member district will then pay that percentage of the administrative costs, as provided for in Section 3.8.2.

- 3.8.3.b All satellite and regional program costs will be considered as non-administrative costs and will be computed by the actual cost of programs divided by the number of student participants from each district.

- 3.8.4 Member districts will record tuition payments to the Administrative Agent as Tuition Paid--Joint Agreement--Account # _____ and/or the proportionate share of the SYSTEM's Building, Operations and Maintenance Fund will be recorded as Payment to Other Districts--Joint Agreement--Account # _____.

- 3.8.5 The Administrative Agent will record the monies received for operating expenses from participating districts as Tuition Received--Joint Agreement--Account # _____ and/or the proportionate share of the SYSTEM's Building Operations and Maintenance Fund will be recorded as Payment from Other Districts--Joint Agreement--Account # _____.

- 3.8.6 All member boards will fully assume their respective financial obligations, without the imposition of financial responsibility of any one school district. Each member district will promptly do all things necessary to legally commit the school district to the timely payment of its cost with respect to any other legal, financial obligation.

- 3.8.7 Contributions from private business, governmental and foundation sources for the benefit of the SYSTEM will be made to the

Administrative Agent for the use of the SYSTEM, subject to approval of the BOARD.

- 3.8.8 Accounting procedures will conform to all applicable rules and regulations of the Illinois State Board of Education.
- 3.8.9 The Administrative Agent will maintain accounts of the SYSTEM's operational expenses and make these available to participating districts on a monthly basis.
- 3.8.10 A minimum of one audit per year will be conducted in accordance with Section 3-15.1 of the Illinois School Code, as amended.
- 3.8.11 Charges made to nonmember school districts, individuals and other governmental bodies for educational and training services provided by the SYSTEM will be established by the BOARD in accordance with the provisions of the Illinois School Code.

ARTICLE IV - TRANSPORTATION AND MISCELLANEOUS

Section 4.1 TRANSPORTATION

Transportation of individual students will be the responsibility of the individual participating school district and not of the Administrative Agent of this Joint Agreement.

Section 4.2 ADMISSION

Non-member districts, including public, private, and parochial, may petition for admission to the SYSTEM in accordance with Article I, Section 1.3 of this Agreement.

Section 4.3 LEVEL OF PARTICIPATION

In order to provide effective administration for staff employment and budget matters, each member district will present an annual report, on or before April 1, which provides anticipated levels of participation within each SYSTEM program for the following year.

Section 4.4 WITHDRAWAL

- 4.4.1 Member districts may withdraw from participation in the SYSTEM by petition to the Regional Board of School Trustees in accordance with the provisions of Section 10-22.31a of the School Code and in the manner

provided in Article 7 of the School Code. In the case of a withdrawing district the rights of that district will be determined by the appropriate section of the Illinois School Code.

- 4.4.2 A district, failing to abide by the provisions of this document with the other member districts, is subject to action by the remaining members of the SYSTEM. By a two-thirds (2/3) vote of participating boards of education, a petition will be filed by the BOARD with the Regional Board of Trustees calling for the withdrawal of a district. (Section 10-22.31a and Article 7).

ARTICLE V - AMENDMENTS

Section 5.1 AMENDMENTS

Any proposed amendment to this document must be submitted as defined in Article II, in writing to the BOARD for discussion. If approved by a two-thirds (2/3) vote at a regular BOARD meeting, the proposed amendment will be submitted, along with a resolution, to each member Board of Education.

A member Board of Education will have sixty (60) days in which to act on the proposed amendment and the resolution must be adopted by two-thirds (2/3) of the member Boards of Education within the 60-day period.

APPENDIX G

EXAMPLE 2 OF JOINT AGREEMENT FOR EXISTING VOCATIONAL SYSTEMS

- Example 2. AN AGREEMENT DEVELOPED BY EIGHT SMALL RURAL DISTRICTS IN A FIVE-COUNTY SYSTEM. THE SUPERINTENDENT OF THE EDUCATIONAL SERVICE REGION IS THE ADMINISTRATIVE AGENT. THE DIRECTOR IS APPROVED BY THE BOARD AND EMPLOYED BY, AND DIRECTLY RESPONSIBLE TO, THE ADMINISTRATIVE AGENT. FOUR SITES ARE USED FOR OFFERING PROGRAMS.

JOINT AGREEMENT BETWEEN PARTICIPATING DISTRICTS
FOR THE
FIVE COUNTY REGIONAL VOCATIONAL SYSTEM

ARTICLE I - GENERAL

Section 1 NAME

The name of this Regional Secondary Vocational System shall be: _____, hereinafter referred to as the SYSTEM.

Section 2 PURPOSE

The purpose of the SYSTEM is to provide specialized vocational programs for 11th and 12th grade students who are enrolled in participating school districts and who are approved by the Board of Control; to provide the needed educational facilities and to employ a director and other professional staff for such programs as may be needed and to provide for the administration and financing of such programs, all in accordance with the provision of the BOARD OF CONTROL, the Illinois School Code and other applicable provisions of Illinois law.

Section 3 MEMBERSHIP

- 3.1 Membership in this SYSTEM may be extended to all qualified (having a current approved One and Five Year Vocational Plan) secondary districts within the general boundaries of _____ and which also meet all applicable laws and regulations, including those of the BOARD OF CONTROL.
- 3.2 Non-cooperating districts desiring to join after the initial enrollment data can be admitted only by a two-thirds (2/3) vote of the BOARD as provided by Article II, Section 1.2 of this document and by meeting the following conditions:
- 3.2.a They assume the assessment established by the BOARD OF CONTROL; including, but not necessarily limited to, a fair and equitable

assessment for previous program development expenses;

- 3.2.b They satisfy similar conditions which were met by present member districts as established by the BOARD OF CONTROL.
- 3.2.c Membership will continue provided that member districts can withdraw from this Joint Agreement in accordance with the provision of the Illinois School Code and Article V of this Agreement.
- 3.2.d All matters of membership will be considered at regularly scheduled public meetings of the BOARD OF CONTROL.

ARTICLE II - ORGANIZATION AND OPERATION

Section 1

BOARD OF CONTROL

- 1.1 The BOARD OF CONTROL, hereinafter referred to as the BOARD, will be composed of the Superintendent from each member district and the Educational Service Region Superintendent serving as a permanent chairperson for the BOARD OF CONTROL.
- 1.2 Voting will be counted by totaling the 9-12 fall housing enrollment (regular, special education and special needs students, such as secondary un-graded and/or post-graduates) of each district. Each Superintendent will vote the number of votes as established by the most recent fall housing report. A motion will pass when both of the following criteria are met:
 - 1. a majority of the student enrollment votes are cast in favor of a motion;
 - 2. at least 50 percent of the districts voting on the motion cast their votes in favor of the motion.

The Chairperson will vote only in case of a tie.

- 1.3 The BOARD will hold regular monthly meetings. Special meetings of the BOARD will be called by the chairperson, or upon request of any

three (3) members. Notice of special meetings must reach all members at least 48 hours prior to the meeting. Such notice shall contain time, place and purpose of the meeting. Emergency meeting may be called in accordance with the Illinois School Code.

- 1.4 Unless otherwise provided in the Policy Manual, a quorum will exist and legal business may be conducted when the number of superintendents in attendance represent one more than half of all the students enrolled in 9-12 of the participating districts.

- 1.5 A designee may represent a member superintendent by presenting to the BOARD OF CONTROL chairperson a notarized letter from the member superintendent designating the following:

Name of person and school district being represented,
Name of designee, and
Length of time designee is authorized to represent the member superintendent.

A quorum may be attained by written proxy. Such proxy may be established by submission of a notarized letter to the BOARD chairperson. The letter must meet the same criteria as a letter for a designee.

When the chairperson is unable to fulfill his/her responsibilities, he/she then shall be required to appoint a designee in accordance with the provisions of this section.

- 1.6 The Secretary for the BOARD will be the Regional Vocational System Director.
- 1.7 All meetings will be conducted according to Robert's Rules of Order.
- 1.8 The BOARD will:
- 1.8.a Develop and approve general policies which are necessary for the efficient operation of the SYSTEM.
 - 1.8.b Develop and approve regulations and procedures designated to implement these policies.

- 1.8.c Be responsible for the adoption of an annual budget and providing sound fiscal management as per Article III, Section 7.6 of this document.
- 1.8.d Approve the employment of all staff at the SYSTEM (administrative) level.
- 1.8.e Approve the employment of all SATELLITE staff based on recommendations from the SATELLITE COUNCIL and the Director.
- 1.8.f Act on recommendations of the Director relative to the operation of the Regional SYSTEM.

Section 2 ADMINISTRATIVE AGENT

- 2.1 In accordance with Section 3-15.14 of the Illinois School Code, the Regional Superintendent of Schools will be designated as Administrative Agent.

Such designation of the Administrative Agent under this Joint Agreement may be changed by the BOARD upon approval by two-thirds of the student enrollment votes of the member boards of education as outlined in Article II, Section 1.2. The effective date of any change of designation of Administrative Agent will be the beginning of the Joint Agreement's fiscal year. A vote to change the designation of the Administrative Agent must occur prior to March 31 in order to be effective for the upcoming fiscal year.

After a vote to change the designation of Administrative Agent, all of the districts and the Administrative Agent may agree by stipulation to accelerate or postpone the effective date of the change.

- 2.2 The Administrative Agent will be the legal and fiscal entity required to execute the programs in accordance with Section 10.22-31a of the School Code.

Section 3 ADMINISTRATIVE STRUCTURE

- 3.1 The Director will be approved and employed by the BOARD and will be held directly responsible to the Administrative Agent. The duties, responsibilities and authority of the

Director will be set forth in the Policy Manual. The Director and all SYSTEM employees will be placed under contract with the Administrative Agent in accordance with Illinois law.

- 3.2 The Administrative Agent will prepare and present policies relative to the development, implementation and supervision of the REGIONAL VOCATIONAL SYSTEM for approval by the BOARD. Such policies of the Illinois School Code and other applicable provisions of Illinois law. These policies will be administered by the Director and staff under the supervision of the Administrative Agent in accordance with established written procedures.

Section 4 DUTIES OF ADMINISTRATIVE PERSONNEL

- 4.1 The Director will be responsible for the operation of the REGIONAL VOCATIONAL SYSTEM in accordance with policy established by the BOARD. Duties include supervision of professional and non-professional staff, budgeting, financial planning and management, curriculum development and other tasks necessary for efficient operation of the SYSTEM.

Section 5 LAY-ADVISORY COMMITTEES

- 5.1 Two types of lay-advisory committees will be utilized. They are: (a) General Advisory Committee, and (b) Individual Occupational Program Advisory Committees.
 - 5.1.a The General Citizens Advisory Committee will be composed of citizens, employers and education and labor representatives (of the geographical area) for the purpose of advising the BOARD and operation of the Regional System.
 - 5.1.b The Individual Occupational Program Advisory Committee will be composed of citizens who represent particular occupational areas. The purpose of these committees will be to advise the BOARD and Director with regard to effective planning for and operation of an individual occupational area.

- 5.2 The committee will operate according to policies and procedures adopted by the Board. The composition and performance of the Advisory Committee will also adhere to all state and federal statutes, rules, regulations and guidelines.

ARTICLE III - PROGRAMS

Section 1 TYPES OF PROGRAMS AND/OR SERVICES

The types of programs and services offered will be determined according to whether the program or service is a Region-wide system function or a SATELLITE function as follows:

1.1 REGIONAL SYSTEM FUNCTION

Regional System functions will be determined by the BOARD, and based on the recommendations of the Director.

1.2 SATELLITE FUNCTION

The SATELLITE function will be determined by the participating superintendents within each SATELLITE according to a voting system based on the number of students participating in the SATELLITE.

1.3 VOCATIONAL GUIDANCE COORDINATOR SERVICE--(full time equivalency)

Each district participating in a SATELLITE's program will provide an amount of Vocational Guidance Service Personnel determined by the factors which determine the district's pro-rata share of the SATELLITE's operating costs. (Policy manual will contain specifics relative to Vocational Guidance Services.)

Section 2 ARRANGEMENTS FOR EMPLOYING STAFF

Such arrangements, including job description, salaries, employment, and supervision will be in accordance with Article I, Section 2 and Article II, Section 1.8.e. of this document and any other subsequent procedures established.

Section 3 ARRANGEMENTS FOR PHYSICAL FACILITIES AND EQUIPMENT

Member districts may elect to utilize applicable provision of the School Code including, but not limited to, Section 10-22.31b, 17-2.4 and 19-30 to acquire,

establish, remodel and/or maintain sites, equipment, and buildings for SATELLITE programs under the SYSTEM.

3.1 SATELLITE PHYSICAL FACILITIES

The cost of acquiring, building, remodeling, and maintenance of SATELLITE site(s) will be determined by the BOARD and the Administrative Agent and outlined in the SYSTEM's Policy Manual.

3.2 SATELLITE EQUIPMENT

The cost of acquiring and maintaining the local share of equipment will be determined by the BOARD and the Administrative Agent and outlined in the SYSTEM's Policy Manual. The Administrative Agent will be responsible for inventory control of all equipment (federal/state and local).

Any district that withdraws from the SYSTEM or a SATELLITE will be accorded a fair-share equivalent of the depreciated cost of the local share of equipment purchased for the SATELLITE(s).

The BOARD will determine whether the fair share equivalent payment will be in cash or the transfer of ownership of an equivalent amount of the local share of the equipment.

3.3 ADDITIONAL REQUIREMENTS

Any other decisions regarding site and equipment costs and withdrawal procedures will be determined by the BOARD and the Administrative Agent and outlined in the SYSTEM's Policy Manual.

Section 4

SATELLITE SITES

Instructional programs under the SYSTEM will be delivered to students via a series of SATELLITE programs which will be administered under the REGIONAL VOCATIONAL SYSTEM umbrella.

Each SATELLITE is to be established to meet the unique and specialized needs of those member districts it services. Therefore, each SATELLITE will, with the assistance of the director, set up a SATELLITE COUNCIL OF THE BOARD hereinafter referred to as the SATELLITE COUNCIL.

Membership on the SATELLITE COUNCIL will consist of the Superintendents of all member districts that have one or more students participating in the instructional program of that SATELLITE. (Note: A Superintendent may participate on more than one SATELLITE COUNCIL if the member district he/she represents has students participating in more than one SATELLITE program.)

- 4.1 The SATELLITE COUNCIL will be responsible for setting goals, identifying programs, making recommendations for satellite staff employment, setting budgets and all other items necessary for the efficient and effective operation of the satellite center. All action taken by the SATELLITE COUNCIL shall be recorded by the Director/Secretary and presented for approval to the entire BOARD at the next regularly scheduled meeting.
- 4.2 The SATELLITE COUNCIL will meet on a call basis by the Director, or a majority of participating SATELLITE Superintendents. The SATELLITE COUNCIL should meet a minimum of twice during each fiscal year.

Section 5 INVOLVEMENT OF OTHER COMMUNITY AND STATE AGENCIES

The Administrative Agent, with the advice and consent of the BOARD, will organize, and effectively implement a system of communication with persons, organizations and groups within the Five-County Service Area. The Administrative Agent, with the advice and consent of the BOARD, will establish and maintain efficient liaison with all applicable State, Federal and other governmental agencies, whereby it provides educational and training services for a consideration.

Section 6 STUDENT ALLOCATION

The Administrative Agent, with the advice and consent of the BOARD, will be responsible for the development of a policy that insures equitable access for the enrollment of students from the participating districts.

Section 7 FINANCE

- 7.1 Per district cost will be determined by the Director based upon the annual budget adopted by the BOARD. Member districts will participate in the expenses of the operation of the Regional SYSTEM as defined in Section 10-22.22 of the School Code and hereinafter set forth.

- 7.2 Each member district will pay the Administrative Agent such sums of money due on a tuition basis, as computed from the operating budget adopted by the BOARD each year. Billings will be calculated on the basis of the enrollment commitment from each member district established May 15 for the following fiscal year.

Payment in the amount of 30 percent of the May 15 enrollment commitment will be made to the Administrative Agent on or before July 1. Subsequent 30 percent payments are due on October 1 and January 1. The remaining 10 percent is due on May 1. Final tuition adjustment for the fiscal year will be made on the May 1 payment date.

- 7.3 Payment charges will be computed by the following two methods:

- 7.3.a Administrative costs will include the salary of the director, a secretary/bookkeeper, benefits, purchased services, administrative equipment and supplies and other personnel or items that will provide services to all participating districts.

Administrative cost will be computed by determination of the percentage of 9-12 enrollment to the total enrollment of all member districts. Each member district will then pay that percentage of the administrative costs, as provided for in Section 7-2.

- 7.3.b All satellite costs will be considered as non-administrative costs and will be computed by the actual cost of satellite programs divided by the number of student participants from each district.

- 7.4 Member districts will record operational expense (tuition) payments to the Administrative Agent as Tuition Paid--Joint Agreement--Account # _____ and/or the proportionate share of the SYSTEM's Building, Operations and Maintenance Fund will be recorded as Payment to other districts--Joint Agreement--Account # _____.

- 7.5 The Administrative Agent will record the monies received for operating expenses from participating districts as Tuition Received--Joint Agreement--Account # _____ and/or the proportionate share of the SYSTEM's Building, Operations and Maintenance Fund will be recorded as payment from other Districts--Joint Agreement--Account # _____.
- 7.6 All member boards will fully assume their respective financial obligations, without the imposition of financial responsibility or liability of any one school district upon any other school district. Each member district will promptly do all things necessary to legally commit the school district to the timely payment of its pro-rated financial cost with respect to legal financial obligations.
- 7.7 Contributions from private business, governmental and foundation sources for the benefit of the SYSTEM will be made to the Administrative Agent for the use of the SYSTEM, subject to approval of the BOARD.
- 7.8 Accounting procedures will conform to all applicable rules and regulations of the Illinois State Board of Education.
- 7.9 The Administrative Agent will maintain accounts of the SYSTEM operational expenses and will make these available to participating districts on a monthly basis.
- 7.10 At least an annual audit will be conducted in accordance with Section 3-15.1 of the Illinois School Code, as amended.
- 7.11 Charges made to nonmember school districts, individuals and other governmental bodies for educational and training services provided by the SYSTEM will be established by the BOARD in accordance with provisions of the Illinois School Code.

ARTICLE IV - TRANSPORTATION

Upon approval to participate by each member district Board of Education, said member district will arrange transportation for students of that district attending courses at the appropriate satellite sites and will claim their students for transportation reimbursement from the state of Illinois.

Where desirable, member districts should form transportation cooperatives. However, the administration of those transportation cooperatives will be separate from the administrative component of the SYSTEM.

ARTICLE V - ADMISSION, LEVEL OF PARTICIPATION, AND WITHDRAWAL

Section 1 ADMISSION

- Nonmember districts may petition for admission to the SYSTEM in accordance with Article I, Section 3-2 of this agreement.

Section 2 LEVEL OF PARTICIPATION

- 2.1 In order to provide effective administration for staff employment and budget matters, each member district will present an annual report on or before February 15 which provides anticipated levels of participation within each satellite program for the following year.

Section 3 WITHDRAWAL

- 3.1 Member districts may withdraw from participation in the SYSTEM by petition to the Regional Board of School Trustees in accordance with the provisions of Section 10-22.31a of the School Code and in the manner provided in Article 7 of the School Code. In the case of a withdrawing district, the rights of that district will be determined by the appropriate section of the Illinois School Code.
- 3.2 A district failing to abide by the provisions of this document with the other member districts is subject to action by the remaining members of the SYSTEM. By a two-thirds (2/3) vote of participating boards of education, a petition will be filed by the BOARD with the Regional Board of Trustees calling for the removal of a district. (Section 10-22.31a and Article 7)
- 3.3 To lessen the impact on the remaining member districts in the SYSTEM when a member district seeks withdrawal and such withdrawal is approved at a duly scheduled public hearing by the Regional Board of Trustees, the following conditions are to be met as a condition of withdrawal:

- 1) Administrative costs for the withdrawing district is in force and extended for one (1) year beyond the effective date of withdrawal which is set at the end of any given fiscal year.
- 2) Reimbursement payments arriving after the end of the last year of student participation are forfeited to the Regional SYSTEM.
- 3) All assessments for tuition and/or other charges are to be paid in full to the end of the last year of student participation.
- 4) The withdrawing district forfeits and/or waives any right, title or interest in or to the land, buildings, facilities or equipment of the Regional SYSTEM or any right, title, or interest in same created under Article III, Section 3-2 of this governance agreement.

ARTICLE VI - AMENDMENTS

Any proposed amendment to this document must be submitted as defined in Article II, in writing to the BOARD for discussion. If approved by a majority of those voting at a regular BOARD meeting the proposed amendment will be submitted, along with a resolution to each member Board of Education.

A member Board of Education has sixty (60) days in which to act on the proposed amendment. In order to be adopted as an amendment to this document, the proposed amendment and resolution must be adopted by two-thirds (2/3) of the member Boards of Education within the 60-day period.

APPENDIX H

EXAMPLE 3 OF JOINT AGREEMENT FOR EXISTING VOCATIONAL SYSTEMS

- Example 3. AN AGREEMENT DEVELOPED BY RURAL DISTRICTS IN A TWO COUNTY SYSTEM. THE SUPERINTENDENT OF THE EDUCATIONAL SERVICE REGION IS THE ADMINISTRATIVE AGENT. THE DIRECTOR IS APPOINTED BY THE BOARD AND IS RESPONSIBLE TO THE BOARD. BOTH MULTI- AND SINGLE-SITES ARE USED FOR PROGRAMS.

VOCATIONAL JOINT AGREEMENT

ARTICLE I - GENERAL PROVISIONS

- 1-1 Name. The name of the joint vocational education agreement formed hereunder shall be _____ System.
- 1-2 Objective. The joint vocational education agreement formed hereunder will be for the purpose of providing specialized vocational education and training for students who may need or profit by such training and who reside within a member district, and for that purpose to provide educational facilities, sites, and buildings by way of purchase, construction, rental or otherwise, to employ a director and qualified staff and to provide for the administration and financing of the vocational education programs conducted under this joint agreement in accordance with the provision of the Illinois School Code and the applicable provisions of Illinois and Federal law and the Rules and Regulations for Administration of Vocational Programs by the Illinois State Board of Education.
- 1-3 Membership. Membership of this joint educational agreement shall be: _____
- 1-4 New Members. Non-cooperating districts desiring to join after the initial enrollment date can be admitted only by a two-thirds (2/3) vote of the BOARD as provided by Article II, Section 2-1 of this document and by meeting the following conditions:
- 1-4.1 New members assume the assessment established by the BOARD OF CONTROL; including, but not necessarily limited to, a fair and equitable assessment for previous program development expenses.
 - 1-4.2 New members satisfy the same conditions which were met by present member districts as established by the BOARD OF CONTROL.
 - 1-4.3 Membership in the joint vocational education agreement shall be continuing, provided that member districts may withdraw from this Joint Agreement in accordance with the provisions of the Illinois School Code and Article V of this agreement.
 - 1-4.4 Discussions by the BOARD OF CONTROL of questions of admission or withdrawal of school districts from the

joint vocational education agreement will be considered at regularly scheduled public meetings of the BOARD OF CONTROL.

ARTICLE II - GOVERNANCE

- 2-1 Board of Control. A Board of Control is herewith established to be composed of one representative of each member of the joint agreement. Each district will have one vote per 100 students rounded to the nearest 100 based on the previous year ADA grades 9-12. The Superintendent of the Educational Service region of _____ will be a non-voting member of the BOARD OF CONTROL. Community colleges serving the member districts within the Regional Cooperative will be entitled to one ex-officio membership on the BOARD OF CONTROL (non-voting).

The representative of each member district will be the superintendent, unless otherwise designated by the local Board of Education of the member district.

- 2-2 Officers of the Board of Control. The BOARD OF CONTROL will annually elect a President, President Elect and Secretary who will serve for a term of one year. The President Elect will automatically succeed the President. No President may immediately succeed himself as President Elect.

An election will take place within 30 days following ratification. The first slate of officers will serve through August. Future elections will be held at the regular August meeting of each year with the terms commencing September 1 and ending August 31 of the following year.

- 2-3 Meetings. The BOARD OF CONTROL will meet monthly. The regular meeting date shall be established by the BOARD OF CONTROL at the annual August meeting. Special meetings of the BOARD OF CONTROL may be called by the President or by any four (4) members who may request the Secretary to notify the members of the BOARD OF CONTROL at least 48 hours in advance of any special meeting.

- 2-4 Quorum. A quorum of the BOARD OF CONTROL will consist of both a majority of its members and a majority of the weighted vote. The passage of any action by the BOARD OF CONTROL will require a majority of the weighted vote present.

- 2-4.1 A designee may represent a member by presenting at a meeting to the BOARD OF CONTROL President a letter from the Superintendent of the member district designating the following:

Name of person and school district being represented,
and Name of designee.

2-5 The Board will:

develop and approve general policies which are necessary for the efficient operation of the Regional Vocational System;

be responsible for the adoption of an annual budget and provision of sound fiscal management;

approve the employment of all staff at the SYSTEM (administrative) level;

act on recommendations of the Director relative to the operation of the SYSTEM; and

operate its meetings under Robert's Rules of Order.

2-6 ADMINISTRATIVE AGENT

2-6.1 The Regional Superintendent's Office will become the Administrative Agent at the time of adoption of by-laws.

2-6.2 The Administrative Agent will perform as the legal and fiscal agent for the cooperative under the provisions of Ill. Rev. State. Ch. 122.

2-6.3 The designation of the Administrative Agent under this joint agreement may be changed by the BOARD upon approval by two-thirds (2/3) of the weighted votes. The effective date of any change of designation of Administrative Agent will be the beginning of the joint Agreement's fiscal year. A vote to change the designation of the Administrative Agent must occur prior to March 31 in order to be effective for the upcoming fiscal year. A vote to change the Administrative Agent of this joint agreement will not be considered as an amendment to these by-laws and will be subject only to the provisions of this section.

2-6.4 After a vote to change designation, 2/3 of the weighted vote and the Administrative Agents (old and new) may agree by stipulation to accelerate or postpone the effective date of the change.

ARTICLE III - DIRECTOR

3-1 DIRECTOR

3-1.1 Appointment. The BOARD OF CONTROL will appoint a Director. The Director may be employed on a multi-year contract.

3-1.2 Responsibility. The Director will be responsible to the BOARD OF CONTROL and will administrate the joint

agreement in accordance with the by-laws and other directives adopted by the BOARD OF CONTROL.

3-1.3 Duties. The Director will be responsible for the operation of the cooperative agreement and will carry out the policies of the BOARD OF CONTROL. The Director shall report directly to the BOARD OF CONTROL.

3-1.4 Budget. The Director will file a budget as approved by the BOARD OF CONTROL and will make such other reports and perform such other duties as may be required by law.

3-2 COORDINATOR OF STUDENT SERVICE (Full-time equivalency)

3-2.1 Each participating district will provide an amount of Vocational Guidance Service (Personnel) determined by a factor which determines the district's percentage share of operating costs. (Policy Manual will contain specifics relative to Student Services.) The joint agreement will provide 25 percent FTE backcharged as a part of the administrative cost.

3-3 LAY-ADVISORY COMMITTEES

3-3.1 Two types of advisory committees will be utilized. They are:

(a) General Advisory Committee, and

(b) Occupational Program Advisory Committees.

3-3.2 The General Advisory Committee will be composed of a representative from each of the five Program Advisory Committees.

3-3.3 The Occupational Program Advisory Committees will be composed of citizens who represent particular occupational areas. The purpose of these committees will be to advise the BOARD and Director on effective planning for the operation of an individual occupational area.

3-3.4 Each local board of education may appoint five non-educators to the Occupational Program Advisory Committees, one from each of the following areas: Agriculture, Homemaking, Business-Marketing, Health-Medicine, and Industrial Occupations.

3-3.5 Advisory Committee member terms will be for a period of three years. Original, equal numbered terms of one, two and three years shall be determined by lottery.

- 3-3.6 Vocational instructors will be ex-officio members of their representative committees.
- 3-3.7 The committees will operate according to policies and procedures adopted by the BOARD. The composition and performance of the advisory committees will also adhere to all State and Federal statutes, rules, regulations and guidelines.

ARTICLE IV - FINANCE

4-1 ADMINISTRATIVE COSTS

- 4-1.1 Administrative costs will include the salaries and benefits of the director, a vocational guidance coordinator (minimum FTE of 25 percent), a secretary/bookkeeper, the annual audit, supplies and other cost items associated with the operation of the administrative office.
- 4-1.2 Administrative cost will be computed by determination of the percentage of 9-12 nonweighted ADA as of the close of the previous year as reported for claim on the state aid form to the total of all member districts. Each member district will then pay that percentage of the administrative costs.

4-2 CAPITAL OUTLAY ASSESSMENT

- 4-2.1 The BOARD OF CONTROL, based upon its budget, may assess a capital outlay charge pro-rated to all member districts as a percentage of their 0-12 nonweighted ADA as of the close of the previous year as reported on the state aid claim form. Ownership of equipment purchased under this section will remain the property of the SYSTEM and an inventory will be maintained.

4-3 REGIONAL PROGRAM TUITION COSTS

- 4-3.1 All regional program tuition costs will be considered as non-administrative costs and noncapital outlay and will be computed by the actual costs of all programs divided by the number of students participating regionally in all programs.

4-4 METHOD OF PAYMENTS

- 4-4.1 Each member district will pay the Joint Agreement such sums of money as are due as computed from the annual operating budget adopted by the BOARD. The first billing each fiscal year, payable in July, will be 30 percent of the total annual tuition due calculated on the pre-enrolled number of students as of March 1 of the previous school term and 30 percent of the

administrative fee due and 100 percent of the capital outlay charge. The second billing each fiscal year, payable in October, will be for 40 percent of the tuition due calculated on the pre-enrollment or the eleventh day enrollment the first semester, whichever is higher, and 40 percent of the administrative fee and will adjust the first billing amounts as necessary. The third billing each fiscal year, payable in March, will be for the remaining 30 percent of the tuition due, calculated on the pre-enrollment or as of the eleventh day enrollment of the second semester whichever is higher and 30 percent of the administrative fee due. The pre-enrollment figure or the actual enrollment figure, whichever is higher, will be the enrollment used to determine program costs per district.

4-5 CHARGES TO NONMEMBERS

- 4-5.1 Charges made to nonmember school districts, individuals and other governmental bodies for educational and training services provided by the SYSTEM will be established by the BOARD in accordance with the provisions of the Illinois School Code, but in no case less than charges made to member districts.

ARTICLE V - PROGRAMS

5-1 PROGRAMS

- 5-1.1 Programs and services offered will be determined by the BOARD OF CONTROL upon recommendation of the Director.

5-2 REGIONAL PROGRAMS

- 5-2.1 Selected instructional programs under the SYSTEM will be delivered to students via regional programs which will be operated by local districts and/or other contracted agencies.
- 5-2.2 Each regional program will be established to meet the needs of the students within the region and will generally be limited to high cost/low incidence programs not typically found within the region's secondary schools. Selection of regional programs will be based upon sound planning including student interest surveys, employer surveys and appropriate governmental agency surveys conducted by the Director.

ARTICLE VI - TRANSPORTATION AND MISCELLANEOUS

6-1 TRANSPORTATION

- 6-1.1 Transportation of individual students will be the responsibility of the individual participating school district and not the responsibility of this Joint Agreement.

6-2 ADMISSION

- 6-2.1 Nonmember districts may petition for admission to the SYSTEM in accordance with Article I, Section 1-4 of this Agreement.

6-3 LEVEL OF PARTICIPATION

- 6-3.1 In order to provide effective administration for staff employment and budget matters, each member district will present an annual report on or before March 2 which provides minimum levels of participation within each program for the following year.

6-4 WITHDRAWAL

- 6-4.1 Member districts may withdraw from participation in the SYSTEM by petition to the Regional Board of School Trustees in accordance with the provisions of the School Code and in the manner provided in the School Code.
- 6-4.2 A withdrawing district will notify the Governing Board of its intention to withdraw at the January meeting of the BOARD OF CONTROL.

ARTICLE VII - AMENDMENTS

- 7-1 Any proposed amendment to this document must be submitted in writing to the BOARD OF CONTROL for discussion. If approved by a majority of the weighted vote cast at a regular BOARD meeting, the proposed amendment will be submitted along with a resolution to each member Board of Education.
- 7-2 A member Board of Education has sixty (60) days in which to act on the proposed amendment and resolution must be adopted by two-thirds (2/3) of the member Boards of Education within the 60-day period. Ratification of the amendment will take place when two-thirds (2/3) of the districts have voted passage.

ARTICLE VIII - RATIFICATION OF ARTICLES OF AGREEMENT

- 8-1 Initial ratification will take place by a two-thirds (2/3) vote of each ratifying Board of Education. Subsequently, a ratification convention will be held with a representative of each ratifying district for the purpose of making a final commitment based on the number and makeup of the districts so ratifying.

APPENDIX I

EXAMPLE 4 OF JOINT AGREEMENT FOR EXISTING VOCATIONAL SYSTEMS

- Example 4. AN AGREEMENT DEVELOPED BY THREE LARGE SUBURBAN HIGH SCHOOLS AND A COMMUNITY COLLEGE. A SECONDARY DISTRICT IS THE ADMINISTRATIVE AGENT. THE MANAGER OF THE SYSTEM IS RECOMMENDED BY THE BOARD OF CONTROL AND HIRED BY THE ADMINISTRATIVE DISTRICT. MULTIPLE SITES, INCLUDING THE COMMUNITY COLLEGE, ARE USED FOR PROGRAMS.

ARTICLE I. GENERAL PROVISIONS

This joint agreement will upon joint action of the governing boards of each member district amend and replace the joint agreement titled _____ entered into on _____ (date) and revised _____ (date) _____.

1. NAME:

The name of the Joint Vocational Education Agreement formed hereunder will be _____ hereinafter referred to as the System.

2. PURPOSE:

The purpose of this joint agreement is:

- To provide a framework for offering coordinated, specialized vocational education programs and services for high school, community college and adult students who reside within a member district.
- To provide for the administration of programs and services conducted under this joint agreement in accordance with applicable provisions of the Illinois School Code, Illinois and federal law and the State Board of Education.
- To establish a structure for providing the resources needed to operate such programs and services.

3. INITIAL MEMBERSHIP:

The membership of this System will include: _____ (educational agencies) _____.

4. NEW MEMBERS:

Non-member districts who wish to join after the initial enrollment date may be admitted only by unanimous vote of the Board of Control (See Article II. 1.) and by meeting the following conditions:

They agree to an initial assessment established by the Board of Control; including, but not necessarily limited to, a fair and equitable portion of previous program development expenses; they satisfy the same

conditions which were met by present member districts as established by the Board of Control.

ARTICLE II - GOVERNANCE

1. BOARD OF CONTROL

The Board of Control will be composed of three representatives from each member district to include the chief executive officer. Other members shall be designated by each district's chief executive officer and approved by its Board. The Board of Control will elect its own chair and secretary annually.

A quorum will consist of two members from each member district. Each district will be entitled to one vote and will designate one member to cast its vote. Unless otherwise stated herein, a majority of those voting will be required to approve any action, so long as a quorum is present.

The Board of Control will:

1. Recommend an annual operating budget for administrative cost of regional System to the Administrative District for adoption.
2. Establish policies and procedures for the operation of programs and services.
3. Approve or authorize all financial transactions of the System based on the approved budget.
4. Recommend changes in any part of the System operation which require approval by the member districts.
5. Approve the form, content and sequence of programs and services offered within the framework of this joint agreement.
6. Approve all physical facilities where classes sponsored by this joint agreement will be taught.
7. Direct an annual evaluation of programs, procedures and costs.
8. Recommend employment of all system central staff to the administrative district.
9. Perform any other functions designated elsewhere in this agreement.

2. ADMINISTRATIVE DISTRICT ELIGIBILITY

Any member district will be eligible to administer the System.

INITIAL ADMINISTRATIVE DISTRICT:

The Administrative District will serve as the legal and fiscal agent for the System under the provisions of Ill. Rev. Stat. Ch. 122.

The Administrative District at the time of the adoption of this joint agreement shall be _____.

DUTIES OF THE ADMINISTRATIVE DISTRICT:

The Administrative District will be responsible for:

1. Paying any and all System costs sanctioned and approved by the System Board of Control and accepted by the Administrative District.
2. Maintaining an accounting system to document all income and expenditures of the System.
3. Filing all appropriate reports and claims required by the state.
4. Employing any System central staff not employed by a member district.

Responsibility for management of portions of System programs and services may be delegated to any member district with consent of the Board of Control and the district delegated.

CHANGING ADMINISTRATIVE DISTRICT:

Designation of the Administrative District shall be reviewed at least every three years. The Administrative District may be changed in recommendation of the Board of Control and approval by boards of the existing and proposed Administrative Districts. The effective date of any change of designation of Administrative District will be the beginning of the joint agreement's fiscal year. A vote to change the designation of the Administrative District must occur prior to March 31 in order to be effective for the upcoming fiscal year. A vote to change the Administrative District of this joint agreement will not be considered as an amendment to these by-laws and will be subject only to the provisions of this section.

After a vote to change designation, the Board of Control, with agreement of the Administrative Districts (existing and proposed), may agree to accelerate or postpone the effective date of the change.

3. ADMINISTRATIVE COUNCIL

The Administrative Council will be a subcommittee of the Board of Control. Membership will consist of one member of the Board of Control from each participating district.

THE ADMINISTRATIVE COUNCIL will:

1. Supervise activities of the Regional Vocational System Manager and of standing committees.
2. Make recommendations concerning system staff, policy and procedure to the Board of Control.
3. Periodically direct system evaluations.
4. Prepare agenda for Board of Control meetings.

4. REGIONAL VOCATIONAL SYSTEM MANAGER

The Regional Vocational System Manager will be recommended by the Board of Control and hired by the Administrative District.

The Manager shall:

1. Coordinate and direct arrangements for establishing, scheduling, conducting, and evaluating system programs and services.
2. Attend and participate in all meetings of the Board of Control and Administrative Council.
3. Prepare a system budget and other administrative reports and documents as required by the System Board of Control.
4. Prepare all proposals, claims and reports required by the state for review by the Board of Control.
5. Coordinate articulation of system programs with other area pre-vocational and vocational programs.
6. Maintain appropriate student and personnel records.
7. Supervise and evaluate the system activities of any system program coordinators and support staff.
8. Organize and facilitate the activities of System Advisory Committees.
9. Perform other duties as designated by the Board of Control.

5. ADVISORY COMMITTEES

Occupational Program Advisory Committees will be established for each system program.

Committees will be composed of citizens who represent related occupational areas. Their purpose will be to advise the Board of Control, System Manager and program staff on effective planning for and evaluation of programs.

Member districts may appoint three community representatives to each advisory committee.

A System Advisory Committee with community representation from major occupational areas will be established with provision for communication with Program Advisory Committees.

ARTICLE III - FINANCE

1. ORGANIZATION

An ad hoc finance committee, with representation from each member district, will be established as directed by the Board of Control to address financial matters.

The Administrative District will assume responsibility for implementation of approved financial arrangements and procedures for receiving and disbursing all income credited to the System. The cooperative may, as necessary to cover approved administrative costs prior to scheduled receipt of income, borrow mutually agreed upon amounts from member districts at the prevailing treasury bill interest rate.

2. ADMINISTRATIVE COSTS

Administrative costs will include the salary and benefits of the Manager and the cost of any additional regional system central staff, supplies, printing and other costs associated with operation of the System administrative function which have been approved and budgeted by the Board of Control.

All such costs will be paid by the Administrative District from System funds and funds generated by the prorated assessment to all member districts. Accumulation of the total amount budgeted for administrative costs will be as follows:

- a. During June of each year, member districts will be billed for a prorated share of the administrative budget. The total of these payments will not exceed 25 percent of the total administrative budget of the Regional Vocational System except the first year, when the total of these payments will not exceed 50 percent of the total Regional Vocational System administrative budget. Payment will be made during July to the Administrative District. The prorating factor for

administrative costs will be actual enrollment in the public school districts, and full time equivalents in the community college as of the 6th day of attendance.

- b. Any funds received through special grants and designated for system administrative costs will be used by the administrative district for such costs.
- c. Any remaining administrative cost will be covered out of DAVTE program reimbursement funds received by the System.

Any member district receiving equipment or materials where current funding has not been first received, will pay for the cost thereof, from its own funds subject to prorate reimbursement as provided herein.

- d. If reimbursement funds are insufficient to meet administrative or other approved expenses, member districts will be specially assessed to pay the deficiency using the method for prorating previously outlined in III 2.a.

3. EQUIPMENT AND FACILITIES COSTS

Member districts may request State reimbursement through the System for the purchase of capital outlay equipment used for System programs or portions of System programs they offer. Any non-reimbursed portion of the cost of equipment will be paid by the district sponsoring the program.

Other special arrangements may be made through special agreement for providing equipment and/or facilities for System programs, and all such requests will be approved by the Board of Control prior to submission to the state for System reimbursement.

4. SYSTEM TUITION COSTS

An equitable tuition cost will be established for each course to be offered as part of approved System programs. Such tuition will be determined by the Board of Control, upon recommendation of the Finance Committee, and will reflect actual program costs.

An accounting procedure will be established through which tuition charges due each member district will be reconciled to determine balances due. Payment will be made as outlined in Article III. 5.

5. METHOD OF PAYMENTS

Each member district will pay the joint agreement such sums of money due as computed from:

Any central System administration costs. (See Article III. 2)

Reconciled tuition charges. (See Article III. 4)

Bill will be sent to member districts by the Administrative District according to the following schedule:

- by October 15, for fall term enrollments.
- by March 15, for spring term enrollments.
- by July 30, for summer term enrollments.

Tuition charges will be reconciled using enrollment figures as of the end of the second week of each term.

Payment will be made by each district in a timely fashion.

6. DISTRIBUTION OF INCOME

Reimbursement received by the System will be distributed to member districts as follows:

- All DAVTE reimbursement earmarked for equipment will be distributed to the district through which such equipment was purchased.
- All DAVTE reimbursement designated specifically for System administrative cost will be used by the Administrative District to cover such costs.
- All DAVTE program reimbursement not used for System administrative costs will be paid to member districts based upon the total units of credit or equivalent semester hours generated by their students.

7. CHARGES TO NONMEMBERS

Charges to nonmember school districts, individuals and other governmental bodies for educational and training services provided by the System will be established by the Board of Control. In no case will such charges be less than those made by member districts.

ARTICLE IV - PROGRAM

1. TARGET GROUPS

System Programs will focus on five target groups:

- a. High school entry-level training (grades 9-12).
- b. High school/post-high school entry-level training (grades 9-14).
- c. Adult occupational refresher programs to review lost skills.

- d. Adult occupational upgrading programs to meet new occupational demands.
- e. Adult entry level training.

2. PROGRAM SELECTION

Programs included in the vocational education System should include the following elements:

- a. Have an outcome oriented curriculum that includes, or is moving toward, instruction of competency-based teaching principles.
- b. Be accepted as an area program by all member districts.
- c. Include a well defined sequence of offerings leading to accomplishment of one or more vocational education goals.
- d. Be described by the specific courses to be included, their sequence, and related skills courses where appropriate.

New programs may be recommended by any member district or any System planning, advisory or curriculum committee. All recommendations will be considered by the System Program Committee.

3. PROGRAM APPROVAL

- a. All System programs will be recommended by the System Program Committee to the Board of Control for System approval. Each district will determine its level of participation in each approved program.
- b. Each district will devise a procedure for its approval of the System curriculum.

4. PROGRAM MANAGEMENT

- a. The Board of Control will delegate program management responsibilities for various portions of the System Program to specific member districts. Responsibilities of the managing districts will include:
 - 1. Staffing
 - 2. Curriculum development
 - 3. Program coordination
 - 4. Instructional evaluation
 - 5. Management of facility equipment and supplies
- b. The System Program Committee periodically will review the effectiveness of each program and monitor the activities of managing districts.

ARTICLE V - OPERATIONAL PROVISIONS

1. CALENDAR AND SCHEDULE

The Board of Control will conduct an annual review of calendars and schedules of member districts. Any concerns or recommendations will be reported to the chief administrator of each member district for consideration.

2. SYSTEM PLAN FOR VOCATIONAL EDUCATION

A System plan for vocational programs and services to be offered through the System will be developed by the System Manager with input from key staff members in each member district. Deadlines for completion of such plans will be established by the Board of Control with consideration for State Board deadlines. Such plans, including any equipment requests, will be approved by the System Board of Control prior to submission to the boards of member districts and the State Board of Education for approval.

3. ARRANGEMENTS FOR FACILITIES AND EQUIPMENT

Member districts may elect to utilize applicable provisions of the School Code including, but not limited to, Section 10-22-31a, 17-2.4, and 19-30 to acquire, establish, remodel and/or maintain sites, equipment and buildings for satellite programs under the System.

Recommendations concerning the location of System courses which are not to be offered in each member school or district will be made by the Board of Control to the chief administrator of each member district. Such recommendations will be based on criteria previously agreed on by the Board of Control.

In the event of termination of this agreement or of withdrawal of one or more of its members any sites, facilities or equipment purchased by a member district will remain the property of that district. Any System sites, facilities or equipment acquired through the administering district for the System or any assets derived therefrom will be distributed proportionately among member districts as recommended by the Board of Control and approved by joint action of member boards.

4. STAFFING

The System will be staffed under two major provisions:

- a. System Central Staff who are hired by the Administrative District and paid from System funds on recommendations from the Board of Control to perform centralized System functions which benefit all member districts. (See Article II, 2-2.8)

- b. Program and service staff members who are employees of member districts performing System functions assigned to them by the district through which they are employed.

5. ARTICULATION

System programs and services will be articulated with other area vocational programs and services provided through business and industry, elementary school districts and private schools to provide an effective network of area programs and services.

Articulation between participating high school districts and the community college will provide for: a) program alignment and continuity in occupational areas where System programs are offered; b) transition of students from one level to another in occupational areas without unnecessary delay or duplication of effort; c) cooperation in joint use, where possible, of facilities, equipment and staff; and d) cooperative efforts in continuous planning, evaluation and improvement of programs to serve both youth and adults as well as the area's economic development needs.

6. TRANSPORTATION

Transportation of students will be the responsibility of each member school district and not the responsibility of the Administrative District of this joint agreement.

However, member districts may wish to enter into separate agreements to facilitate the economical and efficient transportation of students.

7. LEVEL OF PARTICIPATION

To provide effective administration for staff employment and budget matters, each member district will present an annual report on or before April 1 which provides anticipated levels of participation within each System program for the following year.

The Board of Control will be responsible for the development of a policy that ensures equitable access for the enrollment of students from the member districts.

8. PROVISIONS FOR PRIVATE SCHOOL STUDENTS

- a. To be eligible for participation in a System program, a private or parochial school student must first document legal residence within one of the member districts. To be enrolled, an eligible private or parochial school student must register for the program as a part-time student at the public school district within which he/she resides. The public school district then becomes responsible for tuition and other approved costs, and the beneficiary of

reimbursement resulting from the private school student's participation.

- b. Under these arrangements, the private or parochial school assumes no responsibility for any portion of administrative or other System costs.

ARTICLE VI - AMENDMENTS

The conditions of this joint agreement may be amended by the affirmative vote of the Board of Education of all districts that are parties to this joint agreement.

APPENDIX J
ACTIVITY CHECKLIST

PHASE II ACTIVITY CHECKLIST

PROJECT OPERATING STRUCTURE

- _____ Designate Planning Grant Director
- _____ Establish an Advisory Council
- _____ Define a Project Committee Structure

PRELIMINARY PROGRAM IDENTIFICATION

- _____ Analyze Labor Market Information
- _____ Collect and Analyze Student Interest Information
- _____ Collect and Analyze Area Demographic Information
- _____ Validate LMI, Student Interest, and Demographic Information
- _____ Inventory Existing Resource
- _____ Identify Program Training Needs
- _____ Assess Student Support Services
- _____ Develop Future Plans

PUBLIC RELATIONS

- _____ Develop a Public Relations Program Plan
- _____ Develop a Suggested Calendar of Events

JOINT AGREEMENT DEVELOPMENT

- _____ Become Familiar With the School Code
- _____ Develop a Plan of Action for Development

**GUIDELINES FOR DEVELOPMENT
OF
EDUCATION FOR EMPLOYMENT SYSTEMS**

**PHASE III
DEVELOPMENT**

ILLINOIS
STATE BOARD OF
EDUCATION

DEPARTMENT OF
ADULT, VOCATIONAL AND
TECHNICAL EDUCATION

GUIDELINES FOR DEVELOPMENT
OF
EDUCATION FOR EMPLOYMENT SYSTEMS

PHASE III
DEVELOPMENT

ILLINOIS
STATE BOARD OF
EDUCATION

DEPARTMENT OF
ADULT, VOCATIONAL AND
TECHNICAL EDUCATION

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PHASE III

DEVELOPING POLICIES AND PROCEDURES FOR EDUCATION FOR EMPLOYMENT

Purpose

Phase II of this guidebook provides instructions for developing cooperative agreements. The types of cooperative agreements to be used in forming education for employment systems are defined in The School Code (joint agreement) or The Intergovernmental Cooperation Act (intergovernmental agreement). The purpose of this section is to assist local personnel in developing policy manuals for education for employment systems which have formalized a cooperative agreement.

It is important to note the distinction between the system's policy manual and cooperative agreement. The cooperative agreement is a legal governance document under which systems are formed. The content of cooperative agreements should be confined to items essential to legal composition and operation of the organization. Guidelines for day-to-day operation, however, should be included in a policy manual. In addition, cooperative agreements, being legal governance documents, generally require a two-thirds majority vote of participating districts for adopting new provisions or for revision of existing provisions; whereas, policies may be adopted or revised at regular meetings with a simple majority vote.

The intent of this section of the Guidebook is to present a broad base of policy statements which may be considered during the policy development process. These statements are not intended to be used verbatim by each system. Rather, an education for employment system might, after careful consideration, adopt some of these statements and develop others that are more applicable to local needs.

Because education for employment systems differ in several ways, policies should be tailored to meet the unique needs of each system. Systems which hire teachers, manage laboratories, and maintain instructional facilities will require policies significantly different from those systems which plan and coordinate selected efforts of participating local education agencies. The process of policy development consists of answering the question: "What guidelines for action (policies) will assure achievement of the goals established for this system?"

For some education for employment systems, it would be sufficient to take the standard "Format for an Intergovernmental or Joint Agreement Between Participating Districts of a Regional Vocational System" and develop policies relating to each item. This procedure may, however, provide an inadequate base for policy development for other education for employment systems.

Policy Development Overview

In most commonly accepted definition, a policy is described as a general guide to action. A policy manual for an education for employment system, therefore, is a collection of statements which gives direction to action within the system. Actions are taken for the purpose of achieving established goals. Goals formulated during the policy development process should reflect the system's purpose of providing quality vocational programs to all students in the local area who can benefit from them.

Policy statements are important for many reasons: First, appropriately developed policies will encourage personnel within the system to take action and assume greater responsibility for the system's operation. Employees will be more confident that their actions are aligned with the purpose of the system. Second, policies help assure that decisions are consistent. As similar situations or issues arise, established policy assumes consistent action. Third, well developed policies contribute to administrative efficiency; decisions do not have to be made each time a particular situation arises.

In summary, a policy manual is a compilation of policies necessary for a system's operation. Sound policies allow for consistency in the conduct of an organization's business and help assure fairness to all personnel involved and achievement of program quality, efficiency and accessibility.

Principles of Policy Development

The most important principle of policy development is that policies should be formulated by those who have a thorough understanding of the purpose and goals for which an education for employment system exists.

A second principle of policy development relates to the effect policy has on productivity. It has been shown that, up to a point, there is a positive relationship between organizational structure and productivity. Policies have positive effects on productivity; however, there is a point at which too much specificity and structure decrease productivity. This point differs among organizations. It depends primarily on the amount of structure and direction needed and desired by those who work to implement the policies.

Another principle of policy development is that personnel should understand that it is management's responsibility to develop policy for an education for employment system, but, successful policy implementation will be more likely if those affected by a policy have been involved in its formulation.

Responsibility for Policy Development

The governing board is the policy-making body for an education for employment system. In principle, a governing board makes policy, and staff carry out adopted policy. However, staff can and should contribute to the development of the system's policy manual.

Each education for employment system should develop and utilize a process for gaining staff input in the policy formation process. This input should occur prior to implementation of the policy adoption process identified in Section 8.06 on page 59. Because the organization and operation of each education for employment system will be different, the process for gaining meaningful staff input into policy formation will be different.

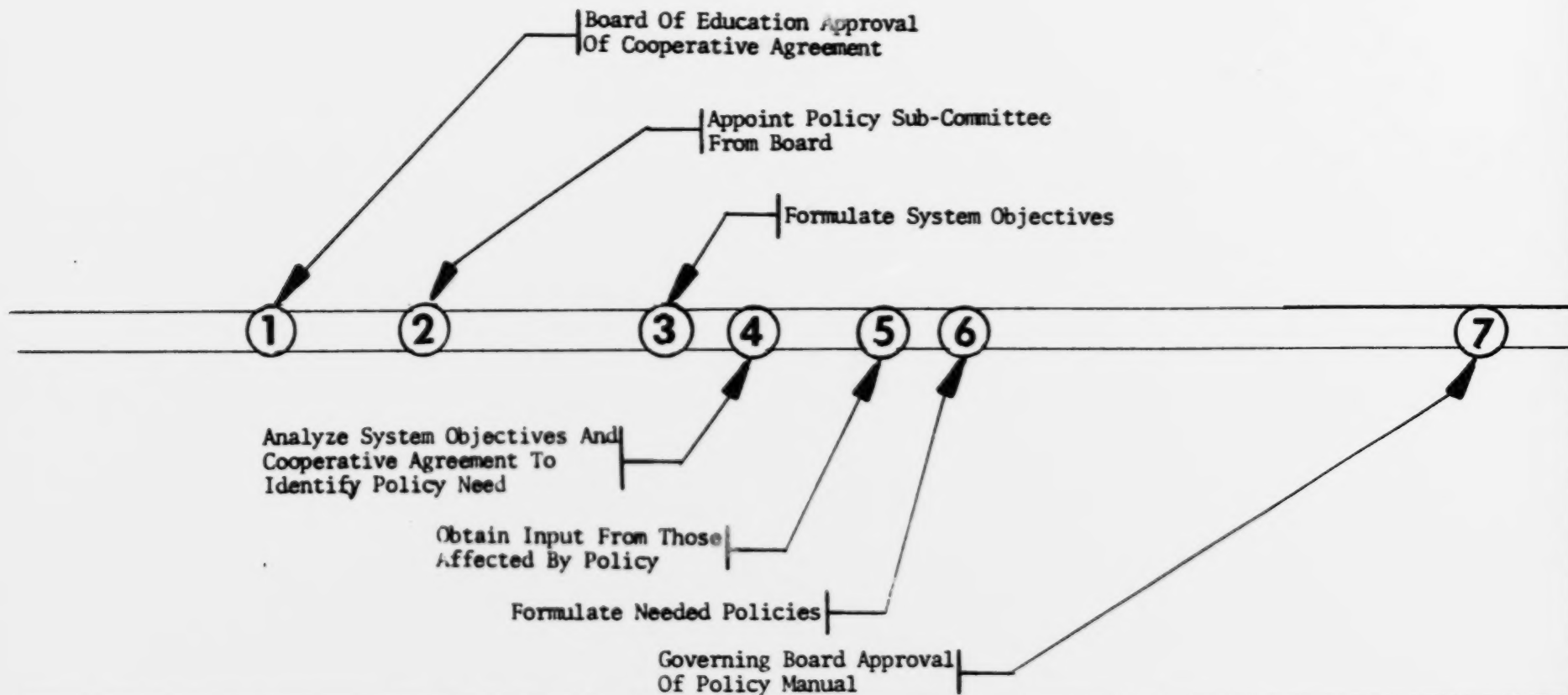
Time Line for Policy Development

The following chart reviews in chronological sequence the steps that may be taken to develop a policy manual for an education for employment system. The suggested steps are:

1. Board approval of cooperative agreement--many policies evolve over time. These policies are often referred to as traditional policies. Because education for employment systems have little history, a rational process must be utilized for policy formation. The two major sources to be used for rational analysis of policies needed are the cooperative agreement and system goals.
2. Appoint policy sub-committee from Board--this sub-committee will work with the system staff in identifying needed policies, obtaining input from those affected by a particular policy, and formulating the policies identified.
3. Formulate system objectives--prior to policy development, the philosophy, rationale, and goals of the education for employment system must be developed. Policy makers need to know where the system is going (objective) to develop policies (guidelines for action) that will assure appropriate movement, i.e., policies provide guidelines for actions necessary to achieve system goals of quality, access and efficiency.
4. Analyze system objectives and cooperative agreement articles to identify areas in need of policies--these two sources provide the basis for analysis in determining policies needed.
5. Obtain input from those affected by the policy--not everyone will be affected by every policy. Those who are affected by a particular policy, however, should be provided with an opportunity for input into its development.
6. Formulate needed policies--see sample policy statements in this section for guidance and obtain other samples and input as needed.
7. Obtain governing board approval of policy manual--after policy sub-committee has formulated needed policies, the manual should be adopted by the Board (See Section 8.06 of the Sample Policy Manual).

POLICY MANUAL DEVELOPMENT

1986 MAY JUNE JULY AUG SEPT OCT NOV DEC JAN FEB MAR APRIL MAY JUNE 30 1987



The following section contains a sample policy manual which may be used during the policy development process.

SAMPLE POLICY MANUAL
FOR AN
EDUCATION FOR EMPLOYMENT SYSTEM

Administrative Agent (Date)

PARTICIPATING DISTRICTS

District #1 (Date)

District #5 (Date)

District #2 (Date)

District #6 (Date)

District #3 (Date)

District #7 (Date)

District #4 (Date)

District #8 (Date)

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(It is recommended that only one policy statement appear on a page.
It is further recommended that the date of adoption or revision be
specified at the end of each policy statement.)

ARTICLE 1 - INTRODUCTION

Section 1.00

Section 1.01 - Philosophy

The (Name of education for employment system) shall function to coordinate vocational education programs and services for students enrolled in participating schools. The education for employment system exists to provide high quality vocational education programs which are efficiently operated and accessible to all students who can benefit from them.

The principal purpose for which the (Name of education for employment system) exists is to prepare students for entry into employment or for further education. In support of the principal purpose, the following statements of belief are affirmed: The (Name of education for employment system) exists to:

1. Assure that all students attain appropriate levels of achievement in areas fundamental to their continuing career development;
2. Assure that all students are prepared for successful transition to work, further education or later employment;
3. Assure equal opportunities to all students by providing access to education for employment programs and services in a non-discriminatory and equitable manner;
4. Articulate secondary education for employment programs and services with community college programs and services;
5. Assure that system programs are responsive to the ever changing nature of the labor market, to technological advances, to the changing nature of the workforce and to the changing developmental needs of the students;
6. Assure that a viable program of curriculum update, staff development, and equipment modernization be maintained within the education for employment system;
7. Assure that system programs reflect current employment practices;
8. Assure offering of a full-range of career related services to all students including those with special needs; and
9. Assure the continual assessment and adjustment of system programs and services.

In summary, the education for employment system will provide education for and about work. The system will endeavor to meet society's need

for a skilled workforce and increase each individual's career opportunities and satisfaction. Vocational education benefits the individual and society by promoting appreciation for basic learning while simultaneously expanding career options. System programs and services will enhance member districts' capacity for providing quality vocational programs through judicious use of available resources.

Philosophy adopted on _____.

Section 1.02 - Rationale

The education for employment system will provide education for and about work. The system will meet the area's needs for competent workers and provide individuals with career opportunities and satisfaction. Education for employment benefits both the individual and society by promoting appreciation for basic learning while simultaneously expanding career options. The (Name of education for employment system) will facilitate efforts of the participating local education agencies (LEAs) to provide comprehensive programs to all students who can benefit from education for employment training opportunities. Through cooperative efforts, both large and small agencies can provide high quality vocational programs and services which are efficient and accessible to all who need and want them. Further, the system will attempt to utilize all available resources within the region to achieve the purpose.

Rationale adopted on _____.

Section 1.03 - Goals and Objectives

The following goals and objectives are aligned with the goals and objectives of participating districts and are established to provide impetus for action based on the philosophy and rationale contained herein:

GOAL 1:

To provide education for employment programs that are realistic in light of actual or anticipated opportunities for gainful employment.

Objectives:

- 1.1 To monitor national, state and regional labor market information,
- 1.2 To make adjustments in system programs and services in light of changing labor market demands,
- 1.3 To organize and utilize an effective program advisory committee system,

- 1.4 To maximize interface with business and industry within the education for employment system, and
- 1.5 To coordinate system programs and services with other organizations such as the Job Service, Department of Labor, Department of Commerce and Community Affairs, etc.

GOAL 2:

To assure that vocational education programs and services are available to all students who need, and can profit from them.

Objectives:

- 2.1 To conduct a periodic follow-up of all students who have been served by system programs,
- 2.2 To monitor prospective students with regard to their career development needs,
- 2.3 To make appropriate adjustments in system programs and services in light of information obtained from follow-up surveys,
- 2.4 To provide new system programs and services based on identified needs, and
- 2.5 To facilitate understanding among participating districts of system programs and services.

GOAL 3:

To provide ancillary services necessary to foster and maintain high quality programs.

Objectives:

- 3.1 To coordinate career guidance services for students within the system,
- 3.2 To provide job placement services for program completers and early leavers,
- 3.3 To develop and/or coordinate a staff development program for system personnel,
- 3.4 To periodically evaluate education for employment system programs and services,
- 3.5 To adjust system education for employment programs and services in light of information collected,

3.6 To assure development and delivery of competency-based programs of instruction that are based on employer validated task lists, and

3.7 To maintain a program of equipment and facility evaluation and update.

GOAL 4:

To assure that education for employment programs are developed for all eligible clientele.

Objectives:

- 4.1 To assure that education for employment programs and services are available to all students regardless of race, color, age, national origin, sex, or handicap,
- 4.2 To assure that all education for employment programs are free from sex bias,
- 4.3 To inform non-public local education agencies of education for employment system opportunities,
- 4.4 To provide special services for disadvantaged, handicapped, and limited English proficient students to help them succeed in vocational programs, and
- 4.5 To provide special services for adult retraining as well as single parents and homemakers to help them gain marketable skills.

GOAL 5:

To facilitate linkages among governmental agencies, educational institutions, labor, industry, commerce, and the professions.

Objectives:

- 5.1 To facilitate cooperative efforts among career service providers within the education for employment system,
- 5.2 To utilize available personnel, equipment, facilities, supplies, and services obtainable from private business and industry within education for employment boundaries,
- 5.3 To make maximum use of appropriate types of experiential programs,
- 5.4 To monitor education for employment programs and services offered by all institutions and agencies within the education for employment system, and

5.5 To facilitate understanding by regional institutions and agencies of programs and services offered by the education for employment system.

Goals and objectives adopted on _____.

ARTICLE 2 - BOARD OF CONTROL

Section 2.00

Section 2.01 - Organization

Regular monthly meetings of the Board of Control shall be held on the second Tuesday of each month at 10:00 a.m. Meetings shall be held in the (Specify location) unless changed by Board action. Meetings will be held in accordance with the Illinois Open Meetings Act which provides that all meetings of public agencies in the State exist to conduct the peoples' business.

From its membership the Board of Control shall elect a chairperson, vice-chairperson, and secretary each of whom shall serve for a term of one year. This election will occur at the regular August meeting of each fiscal year.

A special meeting of the Board may be called by the chairperson or by any two Board members. The secretary of the Board of Control shall give each member at least 48 hours written notice or 24 hours personal notice prior to the special meeting. The notice must state the time, place, and purpose(s) of the meeting. Public notice shall be given at least 24 hours prior to any special meetings.

A majority of all members shall constitute a quorum of the Board of Control and a majority vote of those present is required for official action.

To insure that complaints and concerns are resolved at the lowest level possible, organizations and individuals who desire to address the Board shall contact the Director who shall include them on the agenda of the next regularly scheduled meeting. In the event that organizations or individuals appear at a Board meeting without previous notice, their request to be heard may be postponed until the next regular meeting.

All regular and special meetings of the Board of Control shall be public and open unless by a majority vote the Board adjourns to a closed session to discuss matters expressly allowed by the Open Meetings Act.

Robert's Rules of Order, Revised shall govern the conduct of all regular and special meetings of the Board.

An agenda shall be prepared by the chairperson of the Board of Control in advance of each regular meeting and shall be submitted to Board members at least two days before such meetings. Agendas shall set forth orders of business and shall be accompanied by supporting data.

Agendas for regular business meetings shall include:

1. Call to order,

2. Roll call,
3. Approval of minutes,
4. Approval of agenda,
5. Audience participation,
6. Approval of bills,
7. Old business,
8. New business,
9. Informational, and
10. Motion to adjourn.

Records of all official actions of the Board of Control shall be set forth in full in the minutes. The minutes are official after the Board meets and approves them. The minutes shall be retained as permanent, official records. The secretary shall act as custodian of the minutes and shall make them available to any citizen desiring to examine the same.

Duplicated copies of the minutes shall be prepared promptly after each meeting and shall be distributed to each Board member.

Policy adopted on _____.

Section 2.02 - Membership

(Full voting membership in the (Name of education for employment system) is extended to all districts within reasonable distance and which satisfy applicable laws and regulations, including regulations of the Board of Control. No district shall be excluded if it is willing to assume legal, equitable administrative costs, provided approval is granted by the Board of Control. A two-thirds vote of the Board is required to admit a new district.

Policy adopted on _____.

Section 2.03 - Voting

Votes shall be by a voice vote of "yes" or "no" or "abstain" and the votes shall be recorded.

Each motion which is voted upon shall be recorded in the minutes together with the record of voting and the chairperson's ruling as to the disposition of the motion, i.e., "passed" or "failed." On all questions involving expenditures, or transfer or dismissal of

personnel, a roll call vote shall be taken and the yeses, nos, and abstentions entered in the record of proceedings of the Board. On all other matters, the vote may be taken vocally.

Policy adopted on _____.

Section 2.04 - Duties and Responsibilities

Major duties of the Board of Control shall include:

1. Establishing policies for the operation of the education for employment system;
2. Employing personnel needed to carry out the philosophy and goals of the system;
3. Adopting a budget for the system;
4. Considering recommendations and issues brought before it;
5. Determining salaries of system employees;
6. Adopting policies and procedures necessary for effective and efficient operation of the system;
7. Approving payment of monthly bills;
8. Acting as the final appeal for all system-related issues;
9. Assuring appropriate communication of actions taken;
10. Providing safe keeping for all system records;
11. Overseeing annual audit of all system funds and accounts;
12. Maintaining an effective public relations program;
13. Orienting new members to the Board of Control;
14. Determining system programs/courses and services; and
15. Evaluating system programs/courses and services.

Policy adopted on _____.

Section 2.05 - Board Sub-Committees

Special sub-committees of the Board may be appointed by the chairperson for any purpose approved by the Board. The function of such sub-committees shall ordinarily be fact finding, and their reports shall be made to the Board for discussion and action. The function of such committees may be legislative or administrative when

so authorized by special action of the Board. The chairperson of the Board shall be an ex-officio member of all sub-committees. Special committees shall be discharged upon completion of assignments.

Policy adopted on _____.

ARTICLE 3 - ADMINISTRATION

Section 3.00

Section 3.01 - Administrative Agent

In accordance with Section 3-15.14 of the Illinois School Code, the (Name of Education Service Region) regional superintendent shall be designated as Administrative Agent.

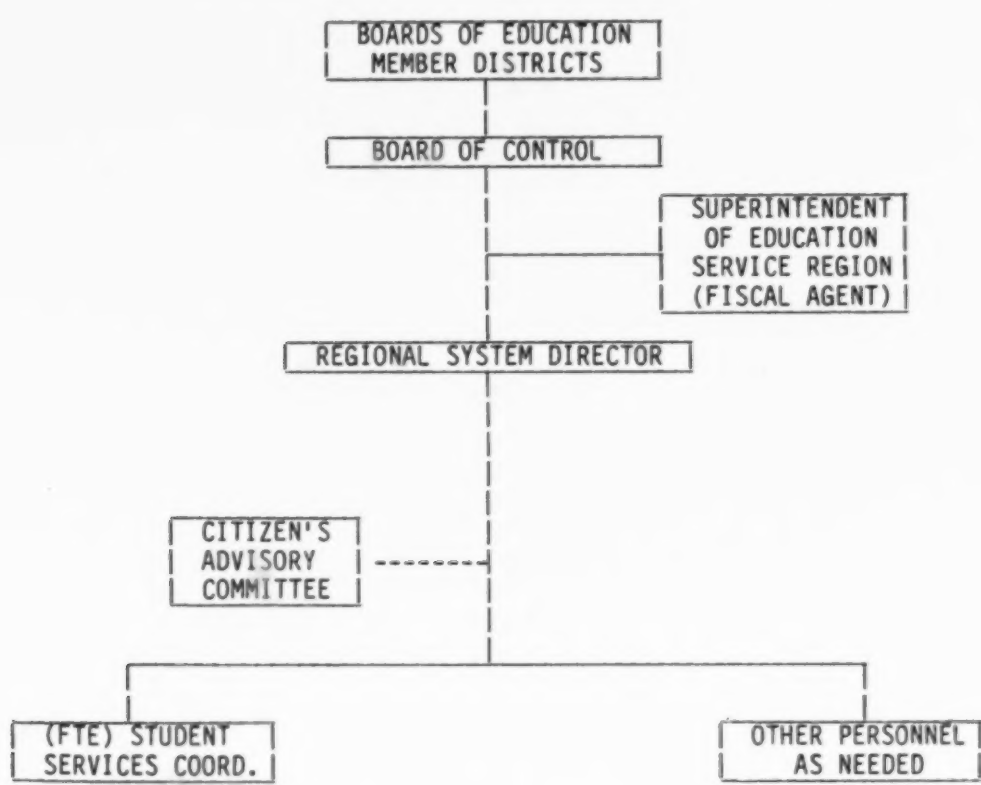
Designation of the Administrative Agent under the Cooperative Agreement may be changed by the Board upon approval by two-thirds vote of the member boards of education as outlined in the Cooperative Agreement. The effective date of any change of designation of Administrative Agent shall be the beginning of the Cooperative Agreement's fiscal year. A vote to change the designation of the Administrative Agent must occur prior to March 31 to be effective in the coming fiscal year.

After a vote to change designation, all districts, and the Administrative Agent, may agree by stipulation to accelerate or postpone the effective date of the change.

Said Agent shall be the legal and fiscal entity required to execute the program in accordance with Section 10-22.31a of the School Code. The Agent shall be responsible for establishing and directing the fiscal and accounting requirements and procedures of the system.

Policy adopted on _____.

Section 3.02 - Administrative Structure



Organizational Chart adopted on _____.

Section 3.03 - Duties of System Personnel

Duties of the Director

The Director shall be employed by the Administrative Agent upon approval of the Board and shall report directly to the _____.

The _____ shall prepare and present policies relative to development, implementation, and supervision of the education for employment system for approval by the Board. Such policies shall be in accordance with provisions of Illinois law. These policies shall be administered by the Director and staff under supervision of the _____ in accordance with established, written procedures.

The Director shall be responsible for operation of the system in accordance with policy established by the Board. The Director's duties shall include supervision of professional and non-professional system staff, budgeting, financial planning and management, curriculum development, and other tasks necessary for effective and efficient operation of the system.

The Director of (Name of education for employment system) receives authority from the system's Board of Control.

The duties and/or responsibilities of the Director are to:

1. Implement policies established by the Board of Control;
2. Coordinate activities of the education for employment system;
3. Maintain close working relationships with community and state agencies and area commerce, industry, and labor organizations, to provide training consistent with identified needs;
4. Continuously appraise and evaluate the total education for employment program to achieve the established goal of providing opportunities for people to prepare for gainful employment;
5. Maintain current knowledge of all pertinent rules and regulations affecting vocational education;
6. Actively pursue state and federal funds for vocational and technical education programs;
7. Assume responsibility for the collection, review, and submission of all forms and reports relative to vocational education to state and other external agencies;
8. Recommend needed vocational and technical programs for post-graduates and alternative programs for non-graduates;
9. Assist with the supervision of all instructional personnel in the vocational education program;
10. Coordinate gathering, selecting and analyzing of data with respect to jobs available to area high school program completers;
11. Work to identify and define local job opportunities and the role of schools in meeting these opportunities;
12. Arrange and direct inservice education for vocational and related staff;
13. Interpret the education for employment program to the public;
14. Prepare and administer the budget and use appropriate bid procedures to purchase equipment and supplies;
15. Promote health and safety in the educational program by conforming with regulations of the State;
16. Provide leadership for the system's instructional programs and services;

17. Initiate curriculum development activities to improve system programs;
18. Make recommendations for long-term adjustments, changes, additions, and deletions to the vocational education program to meet changing job trends and needs;
19. Assist in the recruitment and screening of system personnel;
20. Maintain membership in, and participate in, the affairs of professional societies devoted to the advancement of vocational education. The Director's membership in the Illinois Vocational Association and the American Vocational Association shall be paid by the Board;
21. Establish lay advisory committees and appoint members to such committees;
22. Maintain all records, inventories, and reports pertaining to the system;
23. Provide leadership for the development and conduct of a public relations program;
24. Transmit communications from the Administrative Agent and/or Board of Control to members of the instructional and non-teaching staff, and from them to the Agent and the Board;
25. Maintain administrative relationships with the State Board of Education to prepare documents such as the Local Plan, claims and reports, the Quality Assistance Plan, equipment requests, and others;
26. Participate with the area Educational Service Center for the VIP Program; and
27. Perform other duties as assigned by the Board of Control or Administrative Agent.

Duties of Student Services Coordinator

The Student Services Coordinator shall:

1. Work through counselors of member high schools to provide an overall vocational guidance program to acquaint students with the world of work and with programs offered by the system;
2. Provide and/or coordinate assessment of the interests, abilities, and special needs of students;
3. Coordinate job and post-secondary educational placement services for program completers or early leavers;

4. Conduct periodic meetings of guidance personnel to plan, conduct, and evaluate student services, including managing the Guidance by Objectives System;
5. Inform guidance personnel of opportunities available in the system;
6. Coordinate services for handicapped, disadvantaged, and other special needs students in system programs;
7. Facilitate career development of students in system programs; and
8. Establish and maintain a system for follow-up of program completers and early leavers.

Policy adopted on _____.

Section 3.04 - Advisory Committees

Duties

Two types of advisory committees will be utilized. They are (a) General Advisory Committee (GAC), and (b) Program Advisory Committee (PAC).

The GAC shall be composed of citizens, employers, and educational and labor representatives (of the geographical area), and shall be formed for the purpose of advising the Director and the Board regarding the education for employment system.

Among responsibilities of GAC's are to:

1. Serve as a communication channel between the education for employment system and community groups and to assist in identifying program needs;
2. Foster cooperation and understanding between employers, the general public, and the system;
3. Speak on behalf of community leaders in suggesting curricula;
4. Suggest related and technical information which should be considered in development of vocational programs;
5. Suggest ways of improving dissemination of program information;
6. Keep the system informed of changes in specific needs in the labor market, and review the curricula in light of local, state, and national needs;

7. Assist in recruiting students, providing facilities, and placing qualified graduates in appropriate positions;
8. Assist in the evaluation of the vocational programs;
9. Give advice on space needs for vocational programs;
10. Recommend ways through which vocational needs can best be met; and
11. Suggest and support needed local, state, and national action to assure adequate occupational education programs.

Among responsibilities of PAC's are to:

1. Speak on behalf of employers and employees from specific vocational program areas;
2. Serve as a communication channel between programs and community occupational groups;
3. List specific skills, and suggest related and technical information, for the program and courses required for entry into, and advancement in, a specific occupational cluster;
4. Advise regarding skills, knowledge, and attitudes needed to prepare students for entering into occupations;
5. Recommend characteristics of facilities and equipment for the vocational program area;
6. Make suggestions which will promote the highest quality program;
7. Recommend standards of competency and achievement necessary to enter into employment and advancement in the occupational area;
8. Participate in evaluations of the program of instruction;
9. Suggest ways for improving dissemination of program information to potential students and employers;
10. Keep the system informed of specific changes in the needs of the labor market;
11. Provide a means for the system to inform the community of needed vocational programs; and
12. Assist in long-term program planning.

Membership

1. The GAC shall be composed of at least one member nominated by each LEA;
2. The GAC shall be composed of not more than 30 members;
3. The GAC membership shall be representative of the population served by the education for employment system;
4. Appointment of members to the GAC shall be made on recommendations of the Director by the Board of Control;
5. The GAC and PAC chairpersons shall be elected by the respective committee membership;
6. The Director shall, to the extent possible, serve as secretary of each committee;
7. The personal qualifications of advisory committee members shall be:
 - a. willingness to devote time to the committees,
 - b. wide range of experience,
 - c. recognized leadership,
 - d. commitment to vocational education,
 - e. interest in development of education for employment, and
 - f. knowledge of the region.
8. One member from each PAC shall be a member of the GAC;
9. Each PAC shall be composed of 6-8 members;
10. Members of each PAC shall be nominated by instructional personnel in respective program areas; and
11. Members of the GAC and PAC will be appointed for one year.

Organization

1. Bylaws governing the operation of the advisory committees shall be formulated by committee members with direction from system personnel;
2. The Director shall, to the extent possible, represent the Administrative Agent at all meetings;
3. The Director shall work with each committee chairperson to

establish meeting times and places, formulate agendas, and assure proper committee operation;

4. The Director shall be responsible for recording and disseminating minutes of each meeting;
5. The Director shall develop a handbook for advisory committee members; and
6. Advisory committee recommendations shall be made to the Director for transmission to the Administrative Agent and Board of Control.

Policy adopted on _____.

Section 3.05 - Student Services

Student services for (The education for employment system) will be delivered through the following methods:

1. The education for employment system will designate one full-time equivalency (FTE) staff member to coordinate services within the system. This staff member will coordinate student services activities in the system;
2. The student services coordinator will work with local guidance counselors who will be responsible for testing, placement, and counseling of students;
3. Meetings will be held monthly during the school year to coordinate student services activities of the region.

Policy adopted on _____.

Section 3.06 - Secretary/Bookkeeper

The secretary/bookkeeper for the (Name of education for employment system) shall:

1. Be employed for twelve (12) months;
2. Be directly responsible to the Director of the system;
3. Provide and maintain records and filing systems as the Director may determine necessary;
4. Be responsible for providing secretarial services for the system; and
5. Perform other reasonable duties as requested by the Director.

Policy adopted on _____.

Section 3.07 - Fair Employment Practices

No employee, student, parent, or any other person having affiliation with (Name of education for employment system) shall on the basis of age, color, sex, race, national origin, or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity under the jurisdiction of the education for employment system. The question of jurisdictional responsibility may vary from one region to the next. The administrative agent, system, board, or agency delivering the program may all have varied responsibilities in this regard.

Grievance Procedures

When any person shall have a complaint relating to any form of discrimination, the following steps shall be taken.

Step I

- (a) Complaints of employees shall first be brought to the attention of their immediate supervisors for efforts toward resolution within ten (10) school days from the occurrence.
- (b) Complaints of students, parents, and other persons having affiliation with the school shall first be brought to the attention of the building principal within ten (10) school days from the occurrence for efforts toward resolution.

Step II

Written complaints shall be forwarded within ten (10) school days to the Coordinator of the program for compliance with Section 504 of the Rehabilitation Act and the program for compliance with Title IX who is (Name of compliance officer, phone # of compliance officer).

Lack of resolution shall lead to:

Step III

Written complaints, and written responses, shall be forwarded within ten (10) school days to the system Board of Control for final disposition at the local level.

NOTE: Due process shall exist throughout the procedure with the right to: (1) representation, (2) present witnesses and evidence, (3) confidentiality, (4) review relevant public records, and (5) proceed without harassment and/or retaliation.

Title and Sections Applicable

TITLE VI

Section 601. No person shall, on the ground of race, color, or national origin, be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance.

TITLE IX

No person shall, on the basis of sex be excluded from participation in, denied the benefits of, or subjected to discrimination under any education program or activity receiving Federal financial assistance.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program receiving Federal financial assistance.

Policy adopted on _____.

Section 3.08 - Fiscal Year

The fiscal year shall begin on the first day in July in each year and end on the last day of June the following year (July 1-June 30th).

Policy adopted on _____.

Section 3.09 - Staff Travel

Reimbursement for professional travel will be made to system staff commensurate with the rates paid by the Office of the Administrative Agency. Reimbursement shall be paid for costs incurred that relate to travel, per diem, lodging, registration fees and any other cost associated with professional travel.

Policy adopted on _____.

ARTICLE 4 - INSTRUCTIONAL PROGRAM

Section 4.00

Section 4.01 - Competency-Based Instruction

The instructional system used by (Name of education for employment system) is designed to provide learning activities by using competency-based instructional materials to meet individual student needs. Individualized instruction directly involves the student in planning what is to be studied. Competency based instructional systems also monitor how rapidly the students progress towards attainment of their educational goals.

All system programs shall be competency based, and represent relevant job tasks and experiences for entry level employment. Job tasks will be periodically validated by PAC members and other employee representatives.

All vocational instructors shall utilize competency based vocational training methods and materials.

Where appropriate, system programs will be articulated with post-secondary programs.

All vocational curriculum materials are to be revised (if needed) and updated annually to reflect changes in respective occupational clusters.

Policy adopted on _____.

Section 4.02 - Safety

Safety instruction in each of the program areas is the responsibility of the instructor. Safety instruction will be evaluated by each instructor. Records should be maintained by each system instructor showing complete student understanding of instructions presented. The following general laboratory rules should be followed by system programs:

1. Safety glasses shall be worn by students at all times while working in designated laboratories or on work assignments in or near the laboratory;
2. No student shall use equipment until instruction in its safe use has been given by the instructor and student understanding has been assured.
3. Inflammable liquids shall be stored appropriately. Approved containers shall be used for inflammable liquids;

4. Housekeeping is essential to maintain a safe workplace for students and staff. Aisles and storage areas shall be maintained to allow for safe utilization;
5. Machine guards on power equipment supplied by manufacturers shall be in place at all times;
6. Storage areas shall be inspected regularly and materials shall be stored to allow for safe and efficient use;
7. Color coding shall be used to call attention to areas which should not be entered by other than authorized persons;
8. A formal laboratory inspection shall be conducted periodically. Times and dates of the inspections shall be recorded along with hazards in need of immediate corrective action;
9. Vocational instructors shall, by instruction and example, constantly promote safety in their areas;
10. Safety demonstrations and instruction shall be a regular part of instruction and records of same shall be maintained;
11. Raising vehicles, and the like, and placing jack stands to support same shall be done only under the supervision of the instructor;
12. No student shall be allowed to work under a raised vehicle until the instructor has checked for proper blocking of the same and has reason to believe the condition to be safe for student to proceed with repair;
13. Storage of oily rags shall be in safety containers provided for this purpose;
14. No gasoline or other inflammable liquids shall be stored in the general shop areas; and
15. No visitors shall be permitted in classrooms and/or laboratory areas without valid passes from the building principal.

Policy adopted on _____.

Section 4.03 - Monitoring Student Progress

In addition to grading systems used in each LEA, system instructors shall maintain records of skills developed by each student. The instructor shall be able to document tasks mastered by each program completer or early leaver.

Policy adopted on _____.

Section 4.04 - Vocational Student Organizations

The (Name of education for employment system) requires that each student enrolling in vocational education programs participate in an appropriate vocational student organizations as an integral part of the instructional program.

Policy adopted on _____.

Section 4.05 - Field Trips

Field trips for vocational system students shall be educational in nature and related to the respective vocational program. The building principal's approval of field trips must be secured ten (10) days prior to the date of the activity. Instructors must secure parental permission for each student to take part in the field trip. Field trip permission forms shall be used.

Policy adopted on _____.

ARTICLE 5 - COMMUNITY RELATIONS

Section 5.00

Section 5.01 - Rationale

It is the intent of (Name of education for employment system) and its staff to explain to the public the work and activities of the system. Frequent news releases are encouraged. News items which pertain to system personnel, or to the system itself, shall be approved by the Director before being released to the press.

Policy adopted on _____.

Section 5.03 - Community Involvement

The Administrative Agent and the Board of Control believe that the best interests of the system are served when lay citizens and professional educators work together toward educational improvement. Residents of the system's districts are encouraged to express their opinions regarding the quality of education offered by the system. Constructive criticism of the system is welcomed when it is motivated by a sincere desire to improve the quality of the educational programs offered by the system.

Policy adopted on _____.

Section 5.04 - Producing Goods and Providing Services

System students may produce goods and provide services for community organizations or groups only to the extent that such production furthers students' educational development and is in compliance with state and federal law. Care must be exercised to avoid providing unfair competition for free enterprises operating within the (Name of education for employment system).

Policy adopted on _____.

ARTICLE 6 - STUDENTS

Section 6.00

Section 6.01 - Attendance Policy

Student attendance in system programs shall be regulated by the home school calendar. Students attending system programs in locations other than their home schools must follow the attendance requirements established by the host school. Conflicts arising from attendance problems resulting from students from one school attending another school should be brought to the Director for resolution.

Policy adopted on _____.

Section 6.02 - Student Suspension

Students will be suspended only for gross disobedience or misconduct. Any one of the following violations (considered to be gross disobedience or misconduct) may be cause for suspension from the system for a period of time not to exceed ten (10) days. Hearing officers from respective school district shall hear suspension cases.

1. Threatening or striking a school employee;
2. Deliberate destruction of school property;
3. Possession for sale or furnishing of narcotics, cannabis, unauthorized controlled substances or alcoholic beverages;
4. Theft;
5. Possession of a weapon;
6. False fire alarm or bomb threat;
7. Setting a fire or using an explosive; and
8. Unmodified and persistent behavior as listed below.

The following offenses are considered less serious. A student in violation of these policies will be suspended from class for a period not to exceed five (5) days.

1. Striking or fighting with another student;
2. Defiant or disrespectful behavior toward authority;
3. Possession or under the influence of narcotics, cannabis, unauthorized controlled substances or alcoholic beverages;
4. Violation of safety rules or regulations;

5. Intimidation of another student;
6. Continuous disruptive classroom behavior;
7. Smoking tobacco in the school building;
8. Failure to abide by corrective measures;
9. Conduct unbecoming a student; or
10. Unmodified and persistent behavior as listed below.

A student may also be referred to the office for lesser offenses and will be suspended for a period not to exceed two (2) days.

1. Engaging in "horseplay" or rowdy behavior including but not limited to pushing, shoving, throwing objects, or excessive noise;
2. Smoking tobacco outside the building and outside the designated area;
3. Use of abusive language including profanity and racial remarks;
4. Attending classes without required materials (uniform, tools, safety glasses, etc.);
5. Failure to participate in class/laboratory activities;
6. Leaving assigned class/laboratory early without permission;
7. Unsafe driving practice to and from regional system classes;
8. Failure to comply with classroom rules and regulations;
9. Improper dress that may disrupt the educational process; or
10. Truancy.

Flagrant or continued violation of conduct standards as listed under reasons for referral shall constitute good and sufficient reason for suspension from system classes.

The following actions are authorized to be taken when there is a breach of school rules and regulations.

1. Detention with assigned work activities;
2. Denial of privileges which may include expulsion from class or extra-curricular activities;
3. In-house suspension;

4. Suspension from one (1) to ten (10) days. Generally, suspensions are also applicable at the home school and vice-versa; and
5. Expulsion.

The suspension shall be reported immediately to the parent or guardian and the home school principal. The report to the parents shall be made by letter through registered mail or by personal delivery. The letter shall give a full statement of the reasons for the suspension and notice to the parents or guardians regarding their rights to a review.

1. All requests for review shall be made by the parent or guardian within five (5) days after receipt of notice of suspension and shall be made to the person ordering the suspension;
2. The parent or guardian requesting the review shall appear and discuss the suspension with the hearing officer appointed by the Board of Control. Hearings shall be held within five (5) days after receipt of the request for review;
3. Thereafter, the hearing officer shall report to the Board by written summary the evidence heard at the meeting;
4. Upon receipt of the report, the Board may take such action as it finds appropriate and any hearings thereon shall be held in executive session for the protection of the student involved;
5. The Board of Control, by a majority vote, may recommend to the Administrative Agent that a student be expelled for the remainder of the school year; and
6. The Administrative Agent will conduct a review of the Board of Control's recommendations and take formal action as to the disposition of the case.

Policy adopted on _____.

Section 6.03 - Student Records

A parent or guardian, or any person specifically designated as a representative by a parent or guardian, shall have the right to inspect and copy all student permanent records of that parent's or guardian's child. A student shall have the right to inspect and copy his or her permanent record. Access shall also be granted to the following parties:

1. The official records custodian of another school within Illinois or an official with similar responsibilities in a

school outside Illinois, in which the student has enrolled or intends to enroll, upon request of such official or student;

2. Any person for the purpose of research, statistical reporting or planning, with the permission of the State Board of Education or an authorized official of such board, provided that no student or parent can be identified from the information released;
3. Any person specifically required by State or Federal law; and
4. Any person, such as a potential employer, with the prior specific dated, written consent of the parent or guardian designating the person to whom the records may be released, provided that, at the time any such consent is obtained, the parent shall be advised in writing that he or she has the right to inspect and copy such records.

As provided in the Illinois School Code, the system shall:

1. Take reasonable measures to assure that all persons accorded rights or obligations under this Act are informed of such; and
2. Take all action necessary to assure that school personnel are informed of this Act.

Policy adopted on _____.

Section 6.04 - Sickness or Injury

When a transported student becomes ill or is injured at a system class or activity, the Director, or appropriate representative, shall be notified immediately. If the illness or injury is of a serious nature, the parents, or their designated representatives, and home school shall be notified. Medical emergencies may require prompt action to save life, limb, or to alleviate extreme pain, and in such situations, medical attention will be sought first, and notification will be accomplished as soon as possible.

An accident report shall be filled out and given to the Director on the day the accident occurs.

Accidents or illnesses of students attending their home school shall be handled using procedures established by the home school.

Policy adopted on _____.

Section 6.05 - Enrollment Policy

All students from member high schools are eligible to attend system programs. Students who are attending private schools may attend

system classes and are considered as participants from the local district in which they reside.

Upon the recommendation of the Director, the (Name of education for employment system) will accept students not attending a participating high school in system vocational programs on a space available basis. Tuition is to be paid by the sponsoring agency for the period of enrollment.

Policy adopted on _____.

Section 6.06 - Transportation

Transportation of students both to and from system programs is to be provided by the local school districts. Teachers in system programs may for instructional purposes, request that a student drive a vehicle, but only with a properly signed student driving permit and a valid driver's license.

Policy adopted on _____.

ARTICLE 7 - BUSINESS AFFAIRS

Section 7.00

Section 7.01 - Records Maintenance

The administrative agent shall be responsible for maintaining the accounts and supporting documents of the system in auditable form. He/she shall prepare, or cause to be prepared, all fiscal reports and keep necessary records to control adequately the financial transactions of the system and prepare financial statements.

Financial statements will be prepared in compliance with the Illinois Program Accounting Manual under the direction of the Director, and shall be submitted to the Board at regular monthly meetings.

The Director shall file all fiscal reports with county, state, or federal agencies, as required.

The official minutes of the Board of Control and those financial records which become a part of the official audit may not be removed from the building, except upon authorization of the Director.

Policy adopted on _____.

Section 7.02 - Budget

The Board of Control shall cause to be prepared, and shall adopt an annual budget in accordance with Section 17.1 of the School Code of the State of Illinois.

A tentative budget shall be prepared and presented by the Director at the regular May meeting of the Board of Control. The final copy of the tentative budget shall be prepared by the Director for presentation at the regular June meeting of the Board of Control.

Policy adopted on _____.

Section 7.03 - Purchasing and Accounting

The business records of the (Name of education for employment system) are public property and are open to all citizens of the participating districts who wish to inspect or review them at any time during regular business hours. All purchasing for the system shall be done by official purchase order issued through the office of the Director. Purchase orders shall be serially numbered and issued in quadruplicate. They shall show the vendor, the item ordered and the price for each item. All purchase orders are to be signed by the Director and approved by the Administrative Agent. Copies of the purchase order shall be distributed as follows:

- original copy to the vendor,
- second copy to the instructor when item(s) are paid for,
- third copy filed alphabetically in the system office with paid invoice, and
- fourth copy filed numerically in the system office.

The Director is authorized to make purchases of items which fall within the category of routine supplies and equipment.

The Director shall submit to the Board of Control for approval all major capital outlay purchases. The Director is authorized to take the action required by emergencies which necessitate immediate repairs, the procurement of standby equipment or other items of such nature. Board of Control approval will be obtained at its next regularly scheduled meeting.

(Name of education for employment system) will use computer-based accounting in accordance with rules and regulations prescribed by the Illinois State Board of Education and the School Code of the State of Illinois.

The Director is charged with the responsibility of keeping, or causing to be kept, an accurate record of all receipts and expenditures of the system funds in such detail as may be required by the Board of Control in order that it may at all times have a clear and complete analysis of the financial condition of the system. The Director shall make such reports to and for the Board of Control as it may require or as may be required by law.

The Director shall submit to the Board of Control a monthly statement showing budget appropriations and expenditures in the various funds in accordance with provisions of Section 8.6 and 8.15 of the School Code of Illinois.

Policy adopted on _____.

Section 7.04 - Payment of Bills

Payment will be withheld pending receipt of an invoice. Invoices will contain the following information:

1. Vendor's name and business location;
2. Date of purchase;
3. Description of merchandise;
4. Quantity;
5. Unit price;
6. Total cost;

7. Signature of person authorized to make purchase; and
8. Waiver of lein when necessary.

All bills are to be paid by check.

Invoices for goods and services received may be paid upon approval by the Board of Control at regular meetings.

The Director may pay any invoice for regularly contracted goods or services when failure to pay the invoice would result in the loss of a discount or the imposition of a penalty and is further directed to present lists of such payments to the Board of Control at regular meetings.

Policy adopted on _____.

Section 7.05 - Payroll

The Board of Control, in accordance with its approved salary contracts for professional employees and established wage policies for non-professional employees, authorizes the Director to authorize writing of checks for payment of wages and salaries for respective pay periods. All payroll checks in the payroll journal shall be prepared by computer data processing. Both the payroll journal and the check stub shall show the date, gross amount, itemized deductions, and the net amount of the check, and both the journal and stub shall serve as a permanent record. Checks shall be issued to all employees 26 times yearly, on a bi-weekly schedule to be established by the Director.

The salary of the Director shall be set annually by the Board of Control.

The contract of the Director shall specify:

- a. Salary;
- b. Fringe benefits;
- c. Length of term;
- d. Vacation time allowed;
- e. Sick days allowed; and
- f. Personal days allowed.

Policy adopted on _____.

Section 7.06 - Capital Equipment Fund

A capital equipment account for purchase and replacement of system equipment may be established. Capital equipment reimbursement income shall be credited to this account. All income generated from the investment of system operation funds or from other sources as so directed by the Board of Control shall be applied to this account. Each school shall pay into the capital equipment account such sums of money as are necessary to purchase equipment for system classes. Reimbursement generated by capital equipment purchases shall be returned to the individual school. Equipment purchased for system classes shall remain within the class for which it was purchased. When a class is dropped from system status, equipment may be reassigned as deemed necessary by the Board of Control.

Policy adopted on _____.

Section 7.07 - Impress and Petty Cash Funds

To facilitate payment of bills incurred in operation of the system, and other authorized expenditures, an impress fund shall be established in the amount of \$900.00.

The Director shall pay bills as due and payable, and at the next regular monthly Board of Control meeting, present a report showing all expenditures for the preceding month.

After approval of the monthly impress fund expenditures by the Board of Control, a check will be issued and deposited in the impress fund to bring the balance of the account to \$900.00.

A petty cash fund shall be established in the amount of \$100.00. Expenditures from this fund are to be reported by the Director to the Board of Control monthly.

Policy adopted on _____.

Section 7.08 - Insurance

Employees of (Name of education for employment system) who are employed for one half time or more, may elect coverage under a group medical and hospitalization plan specified by the Board of Control. Premiums for such coverage, which will be paid by the system, shall be established by the Board of Control.

An up-to-date insurance manual shall be kept in the office of the Director and, with regard to each policy, shall show expiration date, policy numbers, companies, agents, coverages, dates when premiums are due, and a summary of policy coverage.

Because each member school of the system provides opportunity for students to purchase accident coverage, it shall be the policy of the

system not to duplicate such coverage and to encourage students to avail themselves of the opportunities offered by the home school.

Policy adopted on _____.

Section 7.09 - Fees

Items for personal use such as equipment or merchandise shall not be sold by staff members to system students without the express and prior approval of the Director.

Student fees will be permitted only with the express and prior approval of the Director and the Board of Control.

Policy adopted on _____.

Section 7.10 - Transportation

Each member district shall arrange transportation for students approved to participate in system programs which are located at a site other than the student's home school. Each district will then claim transportation reimbursement in accordance with policies established by the Illinois State Board of Education. Where desirable, member districts are encouraged to form transportation cooperatives. However, the administration of those transportation cooperatives shall be separate from the administrative component of this system.

Policy adopted on _____.

Section 7.11 - Inventory

Inventories of all education for employment system materials and equipment shall be maintained. The Director has authority to call upon instructional staff and other system employees to maintain accurate and timely inventories.

All vocational instructors shall maintain a current and an accurate inventory of system materials and equipment in their classrooms and laboratories.

No system equipment and/or materials are to be moved, altered or otherwise changed in any form unless first approved by the Director.

No system equipment is to be loaned without the approval of the Director.

Instructors will provide inventories of all system equipment and materials at the end of each school term.

Policy adopted on _____.

Section 7.12 - Audit

The auditable accounting procedure for the system shall be designed to conform to good business practice and guidelines from the Illinois State Board of Education. The staff of the system may confer with appropriate specialists of the State, school district auditors and any other knowledgeable persons or groups in achieving that objective.

All system financial records shall be audited annually, as soon after June 30 as practical, by a Certified Public Accountant licensed to practice in the State of Illinois and selected by the Board of Control. The audit will comply with all applicable state and federal requirements.

Policy adopted on _____.

ARTICLE 8 - MISCELLANEOUS

Section 8.00

Section 8.01 - Map of system's attendance centers.

(It may be useful for the policy manual to include a map showing the location of the attendance centers involved in the system. If developed, the map could be used in a brochure for counselors, parents, or students to encourage them to consider options that the system offers.)

Section 8.02 - Vendors

The Board of Control wishes to maintain good working relations with vendors who supply materials, supplies, and services to the system. Constructive efforts by the administration to seek the advice and counsel of vendors about how to improve such relationships are encouraged.

The system shall not extend favoritism to any vendors. Each order shall be placed on the basis of quality, price, and delivery, with past service and local purchasing policies being a factor if all other considerations are equal.

All letters, wires, and other types of communications shall be answered or acknowledged promptly.

The system shall not solicit gifts, funds, or material from vendors, however worthy the purpose.

No purchase will be made from an employee of the system or an employee of a participating district.

No purchase will be made from a member of the Board of Control, nor from a member of his/her immediate household, nor from any enterprise in which he/she holds a substantial interest, except for public utilities.

No employee shall endorse any product of any type or kind while identifying himself/herself as an employee of the system.

Policy adopted on _____.

Section 8.03 - Gifts, Grants, and Requests

The Board of Control may accept on behalf of the system any bequest or gift of money or property for a purpose deemed by the Board to be suitable, and to utilize such money or property so designated.

The Administrative Agent shall set up criteria to be met in the acceptance of gifts to the system.

Gifts presented to the system must be accompanied by a letter from the donor for official action and recognition by the Board of Control.

To be acceptable, a gift must:

1. have a purpose consistent with those of the system;
2. not add to staff load;
3. not begin a program which the Board of Control would be unwilling to take over when gift or grant funds are exhausted;
4. not bring undesirable or hidden costs to the system;
5. place no restrictions on the program;
6. not be inappropriate for, or harmful to students;
7. not endorse any business or product; and
8. not be in conflict with any provision of the school code or public law.

All gifts, grants and bequests shall become system property.

A letter of appreciation signed by the chairperson of the Board of Control and by the Director shall be sent to a donor.

Policy adopted on _____.

Section 8.04 - Public Communications

It is the desire of the Board of Control that two-way communication be maintained between the system and the people of the participating districts. The Board will attempt to create and maintain a system which reflects the public's wishes, and will do its best to keep the people informed of system affairs.

To help achieve the above goals, the Board of Control authorizes the Director to:

1. Prepare, or guide the preparation of, informational materials, including newsletters, articles for periodicals, newspapers and/or radio releases, special pamphlets, and other material and to maintain close liaison with mass media and publicity organizations for improved dissemination of system information;

2. Organize, or assist in development of, speakers' bureaus and speaking engagements with civic, parent organizations, church, and other groups; and
3. Provide staff members with assistance and materials for working with educational conventions meeting locally and in preparation of material for community and staff consumption (handbooks, recruiting leaflets, etc.).

Policy adopted on _____.

Section 8.05 - Membership Withdrawal (Joint Agreement)

Member districts may withdraw from participation in the system by petition to the Regional Board of School Trustees in accordance with the provisions of said Section 10-22.31a of the School Code and in the manner provided in Article 7 of the School Code. Rights of a withdrawing district shall be determined by the appropriate section of the Illinois School Code. It may be necessary for the system to develop policies on withdrawal and/or removal of a district from the agreement. These items are included in a joint or intergovernmental agreement.

Policy adopted on _____.

Section 8.06 - Adoption, Amendment or Suspension of Policies

Current policies and procedures of the Board of Control shall be ratified at the first of each new fiscal year.

In the event of an emergency not covered by established policy, the Director may act accordingly and request policy adoption at the next Board meeting.

The operation of any section(s) of Board policy not established by law or contract may be temporarily suspended by a majority vote of Board members present at a regular or special meeting.

Policy decisions, whether changes in present policy or additions to established policy, will be presented and discussed at a Board meeting. Each member shall be furnished with a copy of same which shall be voted on at the next regular meeting.

Policy adopted on _____.

Section 8.07 - Distribution of Policy Manuals

The Director shall make Policy Manuals and amendments available to:

1. The Office of the Regional Superintendent of School;

2. Each member of the Board of Control;
3. Regional System Director; and
4. Other copies as determined by the Board of Control.

The Director may, upon written request, make Policy Manuals available to residents of a member district. Policy Manuals shall be numbered and registered when issued and revisions and modifications shall be forwarded to each policy manual holder.

Policy adopted on _____.

Summary

To be sure, this sample policy manual does not contain all of the possible policies which a system may wish to adopt. Additional policies related to system finance (eg. administrative cost, tuition charges, distribution of funds) and program operation (eg. enrollment limits, costs for students, shared/local courses) may also be included.

After careful consideration some of these policy statements may be adopted by the governing board. Others will need to be developed to accommodate unique system needs.

USING TASK LIST

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INTRODUCTION

On December 13, 1984, the State Board of Education adopted a new policy statement and administrative plan on Education for Employment. In part, the policy states:

Education for employment programs which are supported with state and federal funds will be responsive to the changing nature of the labor market, to technological advances, to the changing characteristics of the work force and to the academic, technical and attitudinal development of students.

Education for employment programs and services will include a systematic program of curriculum renewal, staff development and equipment modernization; each in conjunction with employers in the geographical area.

The Education for Employment policy and plan emphasize the principles of quality, access and efficiency in the delivery of vocational education programs and services. During the 1985-86 school year, Education for Employment activities focused on development of administrative processes to facilitate implementation of regional delivery systems. These activities addressed two of the three principles including increased access and efficiency of programs. The principle of quality will serve as a major focus for 1986-87.

The 1986-87 school year will see expanded emphasis on the development of quality vocational education programs which prepare students who are "employment ready" or prepared for continued education. Realizing that the instructor impacts most heavily upon program quality, the success of 1986-87 education for employment activities will depend upon active instructor involvement. The "year of the instructor" will see major strides in the improvement of vocational education program curricula.

Program Approval

Following the identification of proposed occupations and programs, each of the Education for Employment regional delivery systems will submit to the Illinois State Board of Education, an Education for Employment Program Approval Application. This application will identify the programs proposed to be provided by the System.

Upon approval of the Program Approval Application by the Assistant Superintendent, Department of Adult, Vocational and Technical Education, task lists for occupations appropriate for the approved programs will be made available from the Illinois State Board of Education. Assistance will be provided by the State Board in locating or developing task lists which are not available for occupations for which the region wishes to prepare students.

Program Development and Improvement

An initial step in the process of Education for Employment program development and/or revision, to be addressed during the next two school years, is verification of occupation specific task lists. The verification process assures that appropriate competencies are included in programs identified for delivery in the Education for Employment systems.

From these verified task lists come the development of curriculum content, identification of staff development and equipment needs, and the potential for program articulation. All program improvement activities are directed toward one end - success of the student. Education for Employment curriculum must focus on students' needs re. employment readiness skills.

Student outcomes which are essential for this include:

- Understand and be aware of the nature of the relationship between education and work as it relates to the diverse and complex work force.
- Understand and, where appropriate, demonstrate proficiency in those technical skills and knowledge necessary to enter employment or for further education in a related field.
- Demonstrate proficiency in applying reading, writing and computational skills necessary for immediate employment or for advanced study.
- Identify basic work related values and attitudes and understand how they affect an individuals employment in the work force.
- Understand and be able to apply contemporary job search skills.

Educator Commitment

The total effort to upgrade Education for Employment programs requires involvement and commitment on the part of instructors and administrators.

As indicated earlier, instructors are the key element to successful implementation of an Education for Employment policy and plan. Specifically, program instructors will interact with commerce, industry, and labor to identify necessary curriculum revisions, based on task list verification results. They will then be involved in assessing their strengths and weaknesses in relation to teaching the tasks, identifying staff development needs based on this assessment, and identifying equipment needed to properly teach the tasks.

Administrators must be willing to commit instructor time to the curriculum modification process. A variety of avenues are available

for allocating instructor time to work on committees. Among others, these include the provision of release time or instructor stipends with Quality Assistance Plan and Vocational Instructor Practicum funding, and district inservice resources.

Available Resources

During the next year the Illinois State Board of Education/Department of Adult, Vocational and Technical Education will provide technical assistance and inservice training to assist in initiating program development and updating process. Activities will begin with task list verification.

DEFINITIONS

For purposes of local verification of task lists, the following definitions will be used.

Coordinator: Person responsible for planning Task List Verification procedures.

Facilitator: Person identified to lead the Task List Verification workshops. This person must have very specific qualifications and training.

Incumbent Worker: A person currently employed in the job title being verified.

Job Duty Areas: Arbitrary groupings of related tasks.

Job Tasks: Specific, observable units of work, stated in performance terminology, observable and performed in a limited period of time; usually 6 - 30 per duty area.

Occupational Analysis: Identification of Job Duties and tasks, also called Job Analysis.

Steps: Specific elements or activities required to perform a task; at least two per task.

Task: A work activity which has a definite beginning and ending; is observable or measurable; and leads to a product, service or decision.

Task Analysis: Identification of the steps, knowledge required, tools, safety factors and performance standards related to one or more tasks.

Task List: A task list identifies job task statements performed by workers in an occupation grouped in broad duty areas. These duties and tasks in turn form the basis of instructional content for courses/programs.

Task List Verification: A process involving incumbent workers from the occupation/job in reviewing and confirming the importance of identified tasks.

Task List Verification Committee: Six to ten members representative of commerce, industry, and labor with expertise in the job title being verified.

Verification: Process that confirms the local need for workers competent in identified skills.

LOCAL VERIFICATION

Local verification assures that tasks are relevant to the commerce, industry and labor community in each of the education for employment systems. There are many reasons for local verification of task lists. These include:

1. Identifies tasks that are affected by local codes and regulations.
2. Notes special practices, tools, or equipment used by local industry.
3. Enhances public relations benefits by actively including more people in the verification process.
4. Results in greater confidence in the task list.
5. Identifies "missed" tasks and clarifies meanings.

Indirect values of local verification also includes benefits such as achieving local business and industry involvement and providing opportunities for staff development.

Task lists developed by the Illinois State Board of Education were developed by job title and, therefore, should be verified by job title. Local verification should be initiated as soon as the Illinois State Board of Education/Department of Adult, Vocational and Technical Education has approved the Program Approval Application for Education for Employment programs.

Methods of Verification

The State Board has identified four task list verification alternatives which are recommended for use by Education for Employment Regional Delivery Systems. Any of the four methods or combination of these methods is acceptable to the State Board.

The four recommended task list verification techniques are:

1. Structured Group Interview (SGI) - A one day meeting of 6 - 10 commerce and industry workers employed in the job title being verified. This group is referred to as a task list verification committee. A trained facilitator leads the workers through a structured process to identify and verify tasks. A complete and sequenced list of tasks, rated as to importance to entry level employment, is the result of this alternative.
2. Program Advisory Council - A formal meeting with the program advisory council to review the task list and identify tasks which could be added or deleted.

3. Mail Survey - A questionnaire is developed and sent to a representative sample of incumbent workers in the job title to obtain their opinions as to importance of each task. Data are compiled and result in a verified task list representative of the job title.
4. Worker Interview/Shadowing - A technique of following, observing, and interviewing a sample of workers on the job to determine the tasks performed in a job title.

Factors in Selecting Verification Techniques

Factors in deciding which technique to use in the verification of lists are: 1) time, 2) cost, and 3) effectiveness. Different methods and combinations of methods will be used within each region. It is important for the Education for Employment Regional Delivery System to choose the most effective and efficient methods of task verification for the approved occupations.

The decision regarding which of the four techniques will be used for verification of task list should be decided by a committee of instructors with expertise in the particular job title area. This committee can most effectively assess which of the verification alternatives would be most effective for each task list. For example, occupations which make up a well-established program with a low probability of experiencing major content changes and in which the region enjoys a high degree of positive interaction with business and industry, may choose a mail survey approach.

Verification of a changing occupational area, an area with a new instructor, or who seldom interacts with commerce and industry, might suggest the need for the Structured Group Interview Approach to verification. The more vocational education programs interface with commerce, industry and labor the (a) more relevant the instruction, (b) the higher the probability of placement, and (c) the greater likelihood of other successful collaborative efforts. The Structured Group Interview method provides the highest degree of interaction with commerce and industry. Business representatives are usually pleased to be asked for their input before the instruction is planned.

Instructor's Role

The instructor's role in the task list verification is to (a) assist in identification of task list verification committee members, (b) review task list, (c) assist in developing and administering surveys, (d) observe the committee work, (e) assist in analyzing the results, and (f) utilize the information from the committee to improve instructional design, content and delivery of their respective areas.

An advisory group composed of instructional staff should be used in the initial planning for Task List Verification. This advisory group could be helpful in:

1. Initially reviewing each task list for completeness,

2. Providing inservice for other instructors on the process,
3. Selection of task lists verification methods for each task list, and
4. Scheduling of verification activities.

The following four sections describe each of the four verification methods in more detail.

STRUCTURED GROUP INTERVIEW

As mentioned earlier, the structured group interview is a formal process used to interact with 6-10 commerce and industry workers employed in the job title being verified. In this process a trained facilitator leads the workers through a structured activity to identify and verify tasks. A complete sequenced list of tasks, rated as to importance to entry level employment is the result of this process. Although all four verification methods are acceptable, the structured group interview process is preferred because it provides the highest degree of interaction with commerce, industry and labor. This process requires a program coordinator and group facilitator who carries out specific functions.

Committee members must work hard to verify, clarify, and add meaning to a locally verified task list.

Research has proven that use of a committee in task list verification, produces a better quality task list. Additional reasons for using a committee for verification include:

1. Incumbent workers are the best source of valid information.
2. A committee takes authority and responsibility for quality of the final task.
3. Programs have the opportunity to screen the people who will verify the task list.

Pros and Cons

The following list of pros and cons of the Structured Group Interview will help you determine if this technique is the one best suited to the local situation.

Pros:

- * Low cost.
- * Quick.
- * Ability to screen committee.
- * Immediate feedback and clarifications.
- * Consensus of commerce, industry, and labor.
- * Multiple ratings.
- * Committee takes responsibility
- * Provides staff development.

Cons:

- * Facilitator required.
- * Quality of membership critical.
- * Special room accommodations required.
- * Special supplies required.

Program Coordination

The success of the Structured Group Interview process is dependent upon a coordinated effort. The planning grant director, in most cases, will be identified as the local coordinator. The responsibilities of the coordinator include, but are not limited to, the following:

1. Identify structured group interview committee meeting location and room arrangements,
2. Develop committee participant list with assistance of the program instructors,
3. Confirm participation,
4. Prepare meeting packets and materials,
5. Convene meeting or arrange for "welcome",
6. Conduct evaluation of meeting,
7. Conduct participant follow-up to identify potential continuing program advisory members.

Group Facilitation

The structured group interview method of task list verification requires a well-qualified facilitator and committee of expert workers. The facilitator is responsible for obtaining a high-quality listing of the duties and tasks which define a given occupation. The facilitator must be highly skilled in group dynamics and the Structured Group Interview technique of task list verification. The facilitator must be carefully selected and should exhibit the following traits/characteristics:

Traits

- * Knowledge of group processing rather than content expertise.
- * Knowledge of competency based curriculum development principles and philosophies.
- * Patience.

- * Ability to control the group without leading it.
- * Ability to create and maintain enthusiasm and momentum.
- * Professional image and outlook.
- * A sensitivity for others.
- * A sense of humor.
- * The ability to show empathy.
- * The ability to make decisions.

Characteristics

- * Skill in occupational (job) analysis procedures.
- * The ability to display warmth and establish rapport quickly with participants.
- * The ability to recognize and clarify the nuances contained in participants' statements through appropriate questioning.
- * A high degree of sensitivity to both verbal and non-verbal communication.
- * The ability to motivate and encourage participants.
- * A willingness to assume and "act out" the role of process expert while according participants the role of content experts.
- * An appreciation of the value of small-group process so that participants are allowed to work things through by themselves.
- * Excellent listening skills and memory, since the facilitator must be able to "store" many of the participants' contributions in his or her memory and be able to retrieve them as needed.
- * The ability to obtain consensus from the participants.

The qualities described herein are extremely important to successful performance as a facilitator. The process calls for more than a competent "discussion leader" or "curriculum developer."

The facilitator must establish and maintain the group's pace, balance the group's participation, clarify vague statements by probing for more details, and insist on selection of the most appropriate action verbs and task statement modifiers and nouns. The facilitator must

motivate and lead the group and control the process, yet never impose content judgments or decisions on the participants.

Persons wanting to become facilitators should carefully assess their personal traits and characteristics before deciding to participate in a facilitator training program. Those responsible for selecting facilitator trainees need to keep these qualities in mind to enable all participants to make the best investment of their time and energy. (Norton, 1985)

Structured Group Interview Committee Characteristics & Qualifications

After the coordinator and facilitator have been selected and the facilitator has received training, the next step in the task list verification procedure is to appoint a Task List Verification Committee. The local program staff are the most knowledgeable source of identifying committee members because of their past associations and knowledge of the community.

The Task List Verification Committee should have the following characteristics:

1. Mix of employees and supervisors. Committee members should be "expert workers" and immediate supervisors of such workers in a ratio of 4:1.
2. Regional representation. Membership should be reflective of the geographics of the region where appropriate.
3. Major specialty representation. Membership should reflect adequate coverage of the major defined categories of a specialty or occupation (e.g., cook vs. chef, back of the house vs. front of the house).
4. Firm size representation. Members should be representative of the firms typically employing workers in the occupation under study. In a large firm, the occupation may be broken down into specialties, each with a narrow range of highly developed skills. A small firm employee, or entrepreneur, may perform a broader range of skills. If all representatives are selected from only large or small firms, the resulting task list is unlikely to serve as a regional description of the occupation.
5. State-of-the-art representation. Membership should include representatives from state-of-the-art business and industry.
6. Major employer representation. Experience will determine which major employers of graduates should be on the committee; however, inclusion of representatives which typically have not employed graduates are also good to include for future placements.
7. Equity. Effort should be made to assure that committees are not biased as to sex, race, religion, age or handicaps.

8. Committee size. Typical committee size is 6-10 members. Frequently, a review can be accomplished by a smaller than average committee (5-8 members) if it is possible to locate members who are able to relate to several specialties, firm sizes, etc. In fact, the person who has performed in more than one specialty or situation is often a more valuable committee member because of varied perspective.
9. Ex-officio membership. Ex-officio members do not participate as voting members of the committee but are useful to ask clarifying questions and to provide linkage with other parts of the Regional Delivery System. The Planning Grant Director should be involved in an ex-officio capacity as should student services representatives and instructors.
10. Organized labor and professional organizations. Where appropriate, organized labor and professional organizations should be included.

Committee member should include, but need not be limited to the following qualifications:

1. Competence in the occupation. A minimum of two years of work experience in the occupation and aware of current developments and needs of the field.
2. Full employment in the field. Full-time involvement in the occupation. They may be supervisory personnel but should direct supervised persons performing the functions which are to be analyzed.
3. Capability of verbalizing in a group setting. Even the most skilled person will not help the committee's work if he or she cannot verbally articulate needs and skills.
4. Alert and forward thinking. Members should be open to innovations in the field.
5. Freedom from bias. Members must be open minded and free of biases related to training time, training costs, qualifications, status of the occupation which may prevent them from functioning effectively as part of the team.
6. Confidence. Members must be able to speak with confidence about the nature of skills and relative weights to be assigned.
7. Freedom to devote time. Members must work uninterrupted during the committee meeting. Because of the intense nature of the work and team spirit generated by the activity, members may resent someone who comes late or leaves early.
8. Desire to participate and interest in assisting the activity. Someone assigned to help may not. If real interest in improving

instruction for the occupation exists, the member will be more productive.

RECOMMENDED STEPS IN IMPLEMENTING
STRUCTURED GROUP INTERVIEW
REGIONAL TASK LIST VERIFICATION PROCEDURES

1. Obtain task lists from State Board.
2. Duplicate copies of task lists.
3. Identify by occupational area, a committee of secondary and post-secondary instructors from throughout the region to assist in the regional verification process.
4. Select and train facilitators.
5. Select a coordinator for the verification process. (Probably the Planning Grant Director).
6. Invite the committee of instructors to a meeting.
 - A. Explain the purpose of the meeting.
 - B. Discuss the goals of the region.
 - C. Review briefly the procedures for implementing the Education for Employment plan for the region.
 - D. Review the state guidelines and time lines for implementing the plan.
 - E. Review the task list verification and curriculum development process.
 - F. Review the task lists provided by the State Board and make recommendations for additions.
 - G. Solicit 8-12 names of expert workers for each job title to serve as potential regional task list verification committee members. (It will also be necessary to have the names of the immediate supervisors of such workers.)
7. Prepare a list of names of potential task list verification committee members.
8. Present the proposed committee to the Regional Board of Control for approval.
9. Prepare or identify job descriptions for each task list to be verified.
10. Incorporate additional instructor recommendations in the task lists.

11. Duplicate copies of the revised task lists (or place on 5" x 8" cards.)
12. Develop a schedule of major events and activities for each occupational area.

MEETING COORDINATION

- A. Establish dates for the verification meetings.
- B. Decide who will serve as the facilitator, meeting coordinator, and notetaker for each verification meeting. Confirm dates and other arrangements with these people.
- C. Decide who will coordinate local planning and arrangements.

Thirty-sixty days prior to the verification meeting:

- D. Prepare or adapt a brief (2-3 pages) written explanation of the verification process to share with employees and prospective committee members.
- E. Send letter to Chief Executive Officer of company inviting participation--include 2-3 page description. Make telephone contact with Chief Executive Officer of committee nominees to obtain commitment to allow workers to participate.
- F. Contact all committee nominees by telephone or mail to explain the verification process and to confirm willingness to participate.
- G. Make arrangements for an appropriate meeting room with a large blank wall to which cards can be adhered.

Twenty-thirty days prior to the verification meeting:

- H. Send a confirmation letter to committee members (carbon copy to their supervisors) inviting them to the meetings, indicating meeting location (map if necessary), duration of meeting, directions, how they were selected and how many times the committee will meet. Include with the letter, a copy of the task list, verification procedures, an agenda, and other items of interest.
- I. Make arrangements for refreshments, meals, and any necessary lodging or transportation.
- J. Identify someone to serve as a recorder during the verification meeting. The recorder must be able to spell correctly and print legibly, and must be willing to record information only when directed to do so by the facilitator.
- K. Prepare a news release.

Five-ten days prior to verification meeting:

- L. Contact by telephone all committee members to confirm participation and meeting dates and location and answer questions.
- M. Assemble workshop supplies:
 - 1) Fun-tac putty
 - 2) 50 sheets of 8 1/2" x 11" white unlined paper
 - 3) Four packages of 5" x 8" white file cards
 - 4) A red, blue, and black felt tipped pen
 - 5) A pointer
 - 6) Name cards for all members
 - 7) Certificate of Appreciation
- N. Invite observers such as secondary and post-secondary instructional and student services staff, and other administrators.
- O. Invite chairperson of the regional system board to welcome the members.

The day before the verification committee meeting:

- P. Make a final check of room, supplies, meals, and other arrangements.
- Q. Meet and review the plans with the facilitator.
- R. Prepare an agenda for each task list verification committee member and a list of participants.

Prior to the meeting:

- S. Set up room.
- T. Put agenda and handouts on tables at each member's place.
- U. Set out name cards.

COORDINATOR/FACILITATOR

- 13. Conduct the meeting.

COORDINATOR

- A. Call the meeting to order.

COORDINATOR

- B. Make introductions.

COORDINATOR/REGIONAL REPRESENTATIVE

- C. Give a welcome.

COORDINATOR

- D. Introduce the group facilitator.

FACILITATOR

- E. Set the stage, establish rapport, and create a participatory atmosphere.
- F. State the philosophy and reasons for the verification process.
- G. Clarify the role of the facilitator.
- H. Clarify the role of the participants.
- I. Clarify the role of the notetaker.
- J. Explain the procedural steps to be followed in the verification process.
- K. Explain the guidelines for panel operation.
- L. Review the working job description for the occupational area.
- M. Review the duties for the occupation:
 - 1) Clarify the terminology and restate if necessary.
 - 2) Add/delete duties.
 - 3) Gain consensus (everyone agrees) on each duty.
- N. Review the tasks for each duty area:
 - 1) Clarify the terminology and restate if necessary.
 - 2) Add/delete tasks.
 - 3) Gain consensus (everyone agrees) on each task.
- O. Summarize the meeting.
- P. Evaluate the meeting.
- Q. Identify the next steps.
- R. Provide certificates of appreciation to each member.
- S. Close the meeting.

14. Prepare a revised verified task list.
15. Send thank you letter to task list verification committee member and Chief Executive Officer.

FACILITIES FOR STRUCTURED GROUP INTERVIEW

1. Quiet room, away from phones and distractions.
2. One long blank wall.
3. Well lighted.
4. Soft chairs facing wall (could have narrow tables for panel members).
5. Water, refreshments, snacks.
6. Smoking/no smoking (that is the question).
7. Well-timed breaks.

STRUCTURED GROUP INTERVIEW PARTICIPANT INFORMATION

District or college: _____

Submitted by: _____

Title: _____

Participant's Name: _____

Position: _____

Employer: _____

Work Address: _____

Work Telephone: _____

City/State/Zip: _____

Supervisor's Name: _____

Position: _____

Work Address: _____

City/State/Zip: _____

Participant's Home Address: _____

City/State/Zip: _____

Home Telephone: _____

Where should participant be contacted in regard to verification process.

Mail: Work _____ Home _____

Telephone: Work _____ Home _____

Notes:

SAMPLE LETTER OF INVITATION
STRUCTURED GROUP INTERVIEW PROCESS

Date _____

Mr. Jack Horner, Chief Executive Officer
Ace Company
Hometown, USA

Dear Mr. Horner:

The Hometown Regional Vocational Education System, like you, is concerned about the quality of skills and work habits today's youth bring to the job market. We are trying to find out what vocational education students should be learning to become qualified for entrance into the work force and to assure taxpayers get a fair return on their investment in public education.

Instructors from the _____ Community College and _____ Regional Delivery System are already at work designing model curricula. To do the job right, we must have advice and counsel from persons willing to serve in a technical capacity. You have been recommended by _____ as a leader who would be willing to volunteer services or the services of a representative from your company who has knowledge and expertise in _____.

It is anticipated the committee will meet no more than _____ times, spread over a period of about _____. You or the individual you recommend will receive a follow-up letter outlining specifics and a meeting agenda.

The enclosed form provides an easy means for designating a representative. It should be returned by _____. If you have any questions or wish to respond by phone, please call _____ at _____.

We recognize the need for close, cooperative relationships with employers to bring about educational improvements. Your assistance will help to create this kind of partnership. Thank you for your interest.

Sincerely,

Superintendent _____
Chair, Board of Control

SAMPLE FOLLOW-UP LETTER
STRUCTURED GROUP INTERVIEW PROCESS

Date

Mr. Jack Horner, Chief Executive Officer
Ace Company
Hometown, USA

Dear Mr. Horner:

We are looking forward to seeing you at the Welding Task List Verification meeting on Tuesday, February 25, 1986, in Hometown, Illinois.

This letter will familiarize you with the needed information and instructions for the upcoming meeting. Included in the letter is the following information.

- * Rationale and Purpose of the Task List Verification Committee
- * Expected Outcomes
- * Description of Structured Group Interview Process
- * Meeting Agenda

Rationale and Purpose of Task List Verification Committee

Several task list verification committees have been formed to carry out the goals of the _____ Regional Delivery System. There is a need to provide high quality curricula options for students using input from business and industry experts such as yourself. The Welding Task List Verification Committee will be instrumental in identifying and verifying knowledge and skills needed for entry, retention and advancement in this occupational area.

Expected Outcomes

During the committee meeting you will be asked to verify job tasks and to cluster the Welding tasks into major duty areas. This will give a base structure to the general occupational area of Welding.

Description of the Structured Group Interview Process

The format for the task list verification committee meeting is called a structured group interview. The structured group interview process to be used will follow these general guidelines.

- A. The panel will review the working job titles included in the occupation of Welding.
- B. As a panelist, you will review the major areas of competence and verify tasks as important to the occupation.

Mr. Jack Horner
Page 2
Date

- C. This information will be used at a later date to develop vocational training programs.

Meeting Agenda

A tentative agenda is enclosed and a more specific one will be provided at the meeting.

You are invited to join us for coffee and danish in the Board office from 7:30 - 8:00 a.m. the day of the meeting. As the agenda for the day is quite full, a catered luncheon will be provided for committee members. We plan to use your time to the best advantage and end the meeting on time.

We are pleased with the quality of the committee and expect a stimulating and productive day. A list of committee members and a map of the hotel are enclosed. If you have questions or need to discuss any aspect of the meeting, please call _____. We look forward to seeing you then.

Sincerely,

Planning Grant Director

Enclosures: Map
Preliminary Agenda
List of Task List Verification Committee Members
Task Lists Rating Sheets

*NOTE: This letter could be adapted for program advisory council meetings.

PROGRAM ADVISORY COUNCIL

Vocational education has used advisory councils for generations to improve vocational programs at the local and state level. The experience and expertise of members make their advice and assistance valuable in such areas as equipment purchases, job exploration and opportunities and locations for hands-on experience.

Advisory councils have a new role because of the emphasis the Illinois State Board of Education has placed on the development of task lists. The Illinois State Board of Education/Department of Adult, Vocational and Technical Education, has chosen the Program Advisory Council (PAC) as one of four methods of task list verification.

PAC

The Program Advisory Council consists of people willing to donate time for the purpose of reviewing and discussing task lists. A special ad hoc committee may need to be established for the purpose of task list verification. Members decide which tasks should be added or deleted. This is accomplished at formal meetings, designed specifically for this purpose.

Pros and Cons

The following list of pros and cons will help in determining if this technique is the one best suited to the local situation.

Pros:

- * Quick. Within a relatively short period of time, the council can verify a task list.
- * Low cost. The council members are donating their time. Minimal expenses include providing multiple copies of task lists, paper and pencils.
- * Efficient. The members are from the local area which reduces travel and meal expenses. It is easy to contact members. Minimum time is needed for organizing the meeting. Few restrictions exist.
- * Minimal staff time. Staff time is desirable for assistance with committee member selection.
- * No staff training. The staff does not require training.

Cons:

- * Unorganized. If guidelines are not utilized, a PAC has a tendency to waste members' time and the purpose is not defined.

- * Personalities dominate. The more outspoken, aggressive, and assertive members control the meeting and limit interaction with members.
- * Bias. Factors which influence selection of PAC members may result in a group not representative of the skills and abilities needed to perform the job.
- * Little staff development. Unless special efforts are made, staff development is limited.

Guidelines/Steps

A PAC meeting for task verification will be more productive if conducted in accordance with guidelines:

- * Review the council membership. Do members represent the job area?
- * If there is not a craft advisory committee for this occupation, it will be necessary to form an ad hoc committee. The ad hoc committee should include eight to ten experts from the occupation. Some may be supervisors of workers in the occupation.
- * Review purpose of existing council. Intact procedures may not allow task verification to occur.
- * Length of meeting is a primary concern. Time should allow committee members to review the complete list of competencies. Furnishing a copy of the list of competencies to members in advance of the meeting will facilitate review.
- * Modify guidelines and policy for task list verification purposes. Revise the guidelines and policy to encourage/accommodate task list verification.
- * Identify potential members. If existing membership indicates voids in specific job areas, select potential members to strengthen the PAC.
- * Invite members.
- * A telephone invitation is personal and should be used, of course, but confirmation in writing acts as a reminder re. place, time and date. The list of competencies should be enclosed with the letter of invitation.
- * Define role of members for task list verification purposes. Members can do a better job if they know what is expected.
- * By your personal orientation, the committee will be informed of the background of the total activity and will be aware of the importance attached to their contributions. Specific

instructions by the meeting moderator as to methodology of the review will organize and facilitate the work of the group.

- * Explain need for task list verification to members. An understanding of need and individual contributions to meet the need helps accomplish the purpose.
- * Emphasize importance of participation. Help members realize the importance of attendance if members are to make contributions and the need for each member to participate so decisions are reflective of the committee.
- * Prepare agenda and designate responsibilities. The meeting will operate smoothly when adequate preparation has been made. Specific responsibilities include designation of a group leader, method for recording information and decisions, designating a recorder, and identifying the type of end product expected from the meeting.
- * Reserve room for meeting. The physical aspects such as lighting, ventilation, temperature, seating facilities and atmosphere should be considered.
- * Equipment and supplies. Check with group leader and recorder as to equipment and supplies. Decide on refreshments and the need to make smoking arrangements. Make sure members are comfortable for a productive meeting.

FOUR ESSENTIALS FOR A SUCCESSFUL MEETING ARE:

GOOD ORGANIZER

GOOD GROUP LEADER

ACCURATE RECORDER

PARTICIPATORY MEMBERS

Aids

The following pages contain samples or helpful hints for organizing and conducting a PAC meeting for the purpose of task list verification. The information includes:

- A. Conducting the meeting
- B. Instructions to be given to a Program Advisory Committee
- C. Sample invitation letter
- D. Sample letter recognizing acceptance
- E. Responsibilities of members
- F. Sample notice

CONDUCTING THE MEETING

Once the committee has assembled, the meeting must be directed so that it is productive expenditure of time and effort. The following guidelines have been demonstrated to be useful for managing group activity and interaction:

- * State the purpose of the meeting and review the agenda at the outset. Some committees even set goals or objectives for each meeting as a way of focusing on purposes.
- * Encourage all members to speak and respect the rights and opinions of each individual.
- * Ask clarifying questions.
- * Periodically summarize discussion and point out the connections and contradictions between points.
- * Encourage open and informal discussion. Remember that the majority rules but that the minority opinion must be heard.
- * Consider and resolve one issue at a time.
- * Give every idea, proposition and issue a full and free discussion.
- * Allow productive silences.
- * Show strong interest in attendance, ideas and work agenda.
- * If necessary, distribute work assignments throughout the group.
- * Recognize and reward committee members. Even a simple thank you is an effective reinforcement.
- * Evaluate committee work.
- * Structure the meeting so as to avoid wasted time. This conveys a sense of organization, purpose and productivity.
- * Generate a supportive rather than defensive atmosphere for group interaction. This is especially important for the group leader.

The atmosphere for interaction is especially critical because discussion is the medium through which members present views and develop findings while moving toward consensus. The most productive atmosphere in a group meeting is a supportive atmosphere, and the least productive atmosphere in a group meeting is a defensive one.

Defensive behavior occurs when individuals perceive or anticipate threats. Persons who behave defensively, even though they are attending to the common task, devote appreciable energy to non-productive activities such as worrying about how they appear to others, trying to dominate or impress their peers, or avoiding a perceived or anticipated attack or punishment.

Defensive behavior results in an atmosphere that can distort ideas, communication, and values. Moreover, it can lead to cynicism, scepticism, loss of enthusiasm, and reduced productivity.

Speech, especially from the group leader, can induce defensive or supportive atmospheres. It is not so much what you said but how it is said. The following list illustrates speech patterns that cause defensive and supportive atmosphere in your committee (Gibb, 1970).

Defensive Atmosphere

Evaluation: Speech in which the speaker seems to be evaluating or judging the listener.

Control: Speech in which speaker attempts to change an attitude or to influence behavior. The greater the suspicion of hidden motives the more defensive the listener.

Strategy: Speech that makes the listener feel like he or she is being used as a guinea pig or role player without being told.

Neutrality: Speech which gives the listener the impression that the speaker does not care about the listener's welfare.

Superiority: Speech which communicates the attitude that the speaker is somehow superior to the listener in areas such as wealth, power, position, or intellectual ability.

Certainty: Speech in which the speaker demonstrates that he or she regards himself or herself as the person with all the answers.

Supportive Atmosphere

Descriptive: Speech that the listener perceives as genuine requests for information without evaluative overtones.

Problem Orientation: Speech that conveys the message that the speaker has a true desire to define a mutual problem and seek a solution. This tends to create the same desire in the listener.

Spontaneity: Speech that is spontaneous, without predetermined motivation of an underlying nature.

Empathy: Speech and non-verbal communication that conveys empathy and respect for listener.

Equality: Speech that indicates the speaker's genuine interest in feedback. The speaker conveys that he or she does not wish to reduce the power, status and worth of the listener.

Provisionalism: Speech that indicates that the speaker is willing to reexamine his or her attitude, behavior and ideas.

INSTRUCTIONS TO BE GIVEN TO A PROGRAM ADVISORY COMMITTEE

The moderator for this review should serve as an ex-officio member of the committee rather than as an active participant in the review. It is the intent of this procedure that the final list of tasks represent industry's description of the job without educator bias or input. There will be a review by instructors later in the process to determine the extent to which agencies will be able to respond to industry's needs and to determine the resources needed for this purpose.

1. The list of tasks that will be reviewed today has been organized into the several major categories of the occupation. Under each major category is a list of tasks that represent those tasks that a committee of industry experts believed an employee should be able to perform as a productive beginning worker.
2. For this review, each numbered task will be examined and a consensus reached as to acceptance as written or as to the need for additions, deletions, or changes.
3. Acceptance means that each participant will accept the task as written, and will indicate that by recommending no change.
4. If additions are to be recommended, participants will indicate that by writing the recommended new task and by indicating where it should appear in the sequence of tasks.
5. If deletions are to be recommended, participants will indicate that by identifying the task by number and explaining why the task is not needed.
6. If changes are to be recommended, participants will indicate that by rewriting the task and explaining why the changes are necessary.
7. Consensus will be reached when a simple majority, more than 50 percent of the committee, agree.
8. Individual recommendations will be accepted and included as enclosures to the minutes of the meeting.
9. General comments regarding the list of tasks that cannot be related to a specific task will be accepted and included in the minutes of the meeting.
10. It is suggested that the review begin at the top of the list of tasks and work through the list one by one until the job is finished.

SAMPLE INVITATION LETTER

(The invitation letter is brief, to the point, identifies the purposes and sets a time-frame for the invitee's response.)

Date

Ms. Trudy Wilhelm, Welder
Ace Welding Co.
City, Illinois 00000

Dear Ms. Wilhelm:

Because of your experience and exceptional skill as a welder, Mr. Sam Jones, welding instructor at _____ has recommended you as a member of the program advisory council (PAC). PAC services the _____ school district.

The members of PAC represent the community, school, industry, and labor. Its immediate goal is to identify the duties and tasks performed by competent welders.

We want you to share knowledge of welding occupations at _____ meetings during which time experts will identify the duties and tasks of welders. Please consider this an invitation and inform me of your decision by calling _____.

Sincerely,

cc: Mr. Jack Horner
Chief Executive Officer
Ace Welding Co.

(Note: If the committee is to meet during the business day, a letter should go to the Chief Executive Officer first.)

SAMPLE INVITATION LETTER

Date

Dear _____:

Your assistance is requested.

A special meeting of our Program Advisory Committee for _____ program area has been scheduled to assist the Regional Delivery System with development of industry verified tasks for _____ program.

Our committee will review a draft list of competencies previously developed by a group of industry experts. With your participation, we can make an important contribution to the total effort of verifying tasks that should be included in the program.

The details of our meeting are:

Date and Time:

Place:

Please confirm your plans to attend by calling me at _____.

Sincerely,

Enclosure: Task List

SAMPLE LETTER RECOGNIZING ACCEPTANCE

(When the invitee accepts the invitation to serve on the PAC, a letter recognizing the acceptance should be mailed.)

Date

Ms. Trudy Wilhelm, Welder
Ace Welding Co.
City, Illinois 00000

Dear Ms. Wilhelm:

Thank you for your willingness to serve as a member of the Program Advisory Council (PAC). Your commitment to education is commended. The contribution you can make toward program improvements will help _____ maintain quality.

Every effort will be made to make the meetings prompt and productive. The first of the _____ meetings is scheduled for _____, on _____ at _____. You will receive a tentative agenda soon.

If you have any questions, please call me at _____.

Sincerely,

RESPONSIBILITIES OF MEMBERS

Emphasizing attendance and participation helps build commitment and interest in the Program Advisory Council (PAC).

When the members are contacted about serving on the PAC, make it known that they are expected to:

- * Attend the scheduled meeting during its entirety and that it is essential to be punctual.
- * Participate in the discussions and share expertise and knowledge regarding the specific job for which the duties and tasks are being verified.

A reminder of the forthcoming PAC meeting is helpful. This can be done by phoning the member or mailing a notice. A sample notice would contain the following information.

SAMPLE NOTICE

Date _____

Dear _____:

Just a reminder that the Program Advisory Council meeting is scheduled for _____, on _____, at _____. Enclosed is a copy of the agenda for the meeting. The purpose of the meeting will be to verify the job duties and tasks of (name of specific job).

Looking forward to seeing you! Please notify me by _____ if you are unable to attend.

Sincerely,

MAIL SURVEY

The survey is a popular technique used to obtain a representative opinion of a targeted population. The Illinois State Board of Education has recommended the Mail Survey as one of four techniques for task list verification.

Mail Survey

The mail survey is used to obtain opinions as to importance of each task of a specific job. The instrument is mailed to each person in the sample. The person is asked to respond to the items and return the instrument.

Workers who are most familiar with a particular job complete the questionnaire. The success of this method depends on the workers' ability to interpret correctly the questionnaire items (typically a series of short-answer questions) and to provide accurate and easy-to-classify answers. In comparison to other methods of collecting job information, a large amount of information can be rapidly obtained by a questionnaire.

Situations for which the questionnaire method are appropriate are:

1. The job to be analyzed is not especially difficult to describe.
2. The job comprises primarily physical activities instead of human relations or personality factors. (It is generally difficult for workers to assess the importance of the human relations or personality factors used in their jobs).
3. There are a large number of employees whose jobs are to be analyzed.
4. Job information has to be obtained quickly.
5. The questionnaire can be precisely and clearly worded.

The design of the questionnaire is determined to great extent by the number of employees expected to complete it. For a small number of employees, a simple questionnaire may be sufficient if it includes: title of the job; description of the duties and tasks performed daily, weekly, monthly, quarterly, and annually; special requirements (skills, knowledges, attitudes) for the job; and special work performed on the job. When a greater number of employees is expected to complete the questionnaire, more detail may be required.

Pros and Cons

The following list of pros and cons of a Mail Survey will help determine if this technique is the one best suited for the situation.

Pros:

- * Low cost. The basic cost for conducting a worker survey includes copies of the questionnaire and postage.
- * Promote public relations. A brief explanation of the purpose of the questionnaire is a way of bringing attention to program offerings.
- * Involves staff in analysis. The data obtained from the survey can be analyzed by the staff involved with the specific program. Involvement usually stimulates interest.
- * Allows 2-3 ratings. More than one rating can be obtained from the questionnaire. Areas to be rated may include importance of task, frequency of performance, complexity of task, and criticality.

Cons:

- * Time consuming. A minimum of 2-3 weeks is required to conduct a survey. More time is needed if identification or development of the instrument, mailing, follow-up, and analysis/compilation of data are included in the time frame.
- * Requires follow-up. Though a deadline for return of questionnaires is identified, a reminder is used to obtain a higher return rate. Resources must be available for the follow-up phase of the survey.
- * Requires survey research skills and data analysis. Special skills are needed for identification or development of the questionnaire and for analyzing, compiling and reporting the data.
- * Researcher deals with conflicting data. Because the data may conflict, it is necessary for a researcher to interpret results.
- * Subject to sampling bias. Guidelines exist and should be adhered to when selecting the sample. Otherwise data obtained will not be as valid as they should be.
- * Subject to demand characteristics. The design of the questionnaire may reflect what is "popular" at that particular time. Thus, the questionnaire and response will have characteristics related to the demands associated with the job.
- * Subject to questionnaire bias. The structure of the questionnaire may reflect the "designer's" view. Even the format or structure foster less than accurate reflection of job duties and tasks.

- * Generates little commitment. There is minimum or no personal interaction between people (staff) involved with the program and individuals responding to the questionnaire. It is difficult for respondents to realize the value their contributions will make to the program.

Guidelines/Steps

A higher return rate and valid data are easier to obtain by using these guidelines:

- * Decide on kinds or ratings to use. Ratings include frequency of task performance, importance of task, complexity and criticality.
- * Identify or develop questionnaire. If a questionnaire which will meet specific need cannot be identified, one must be designed.
- * Aim for 70% response. Methods and ways for obtaining at least a 70% response should be identified and implemented.
- * Establish a time frame. Allow time to 1) develop and print the needed number of questionnaires, 2) mail the questionnaire, 3) implement follow-up procedures, and 4) analyze, compile, and interpret data.
- * Prepare cover letter. A letter explaining the purpose of the questionnaire and requesting the individual's assistance accompanies the questionnaire.
- * Design and implement follow-up activities. To assure a high return rate, use follow-up activities.
- * Decide protocol for sending questionnaire. Make preliminary arrangements. The supervisor of the worker should be informed about the questionnaire and should approve the worker's participation.

Product

The survey will generate an abundance of data. Analysis of data will yield a task list, based on frequency of response and ratings.

SUCCESS FACTORS FOR A SURVEY ARE:

GOOD ORGANIZATION

QUALITY SERVICE QUESTIONNAIRE

REPRESENTATIVE SAMPLING

HIGH RETURN RATE

RESOURCES FOR MAILING SURVEY

ABILITY TO TALLY AND INTERPRET DATA

The following pages contain samples or helpful hints for organizing and implementing a mail survey for the purpose of task list verification. The information includes:

- A. Sample cover letter and questionnaire
- B. Sample letter to help determine participants
- C. Sample cover letter
- D. Situations for using survey methods
- E. Procedure checklist

SAMPLE COVER LETTER AND QUESTIONNAIRE

Barber Job Analysis

Why We Need Your Help

The Regional Delivery System is conducting a study to determine the tasks performed by barbers to effectively carry out their duties and responsibilities.

The study requires careful identification and verification of the many tasks performed by barbers. Once tasks have been identified, we will have a better basis for developing fair and valid barber examinations. Knowledge and experience you have gained by direct involvement in most, if not all, of these tasks make you uniquely qualified to advise us as to importance and frequency of each task. Your individual responses will be held in strict confidence; only group responses will be reported.

You have been selected as a qualified respondent, and your input will contribute to development of a valid examination.

Please complete this analysis within five working days. Return the completed survey to the person distributing the survey or place it in the stamped and addressed envelope provided. In appreciation of your effort, we will send you a summary of our findings.

THANK YOU VERY MUCH FOR YOUR ASSISTANCE.

TASK STATEMENTS

Instructions: Please read very carefully!

On the pages which follow you will find a list of task statements clustered into 23 major categories (A through P) which relate to the occupation of barbering. We need your personal reaction to two major questions about each task statement:

- A. How important is the performance of the task in your job as a barber?
- B. How frequently do you perform the task?

Answer these questions by completing the following steps:

1. For each task in Categories A through P indicate how important you believe performance of the task is in your job as a barber. In the "Importance of Task" column, choose and circle the number which most accurately reflects the importance of that task. If you do not perform some of the tasks, please circle the number which indicates how important you believe those tasks are to the overall occupation of barbering. Use the scale below to rate the importance of each task:

5 = Of Great Importance

4

3

2

1

0 = Of No Importance

Performance is important to the occupation of barbering.

Performance makes no contribution to the occupation of barbering.

2. For each of the tasks in Categories A through P (except those you judged to be of no importance), indicate frequency of performance. Use the scale below to indicate the frequency of the task:

5 = Frequently Performed

4

3

2

1

0 = Never Performed

The task is frequently performed.

The task is never performed.

3. Repeat Steps No. 1 and No. 2 for each of the categories.
4. Add any statements to Categories A through P that describe other tasks that you have performed or that you feel need to be performed by barbers which are not listed.
5. Check the inventory to see if you have responded to all questions for each statement (except for those tasks which you judged to be of no importance.)

BARBER JOB ANALYSIS

Note: Please be sure you have read the previous instructions carefully before proceeding.

	No. 1	No. 2
	Importance of Task	Frequency of Performance
	How important is the performance of this task?	How frequently do you perform this task?
TASK STATEMENTS	(Circle one response from each for importance and frequency.)	

CATEGORY A: Perform Haircuts

	Great Importance	No Importance	Fre- quently Performed	Never Per- formed
1. Comply with required sanitary procedures	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
2. Protect patron	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
3. Consult with patron	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
4. Prepare patron	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
5. Cut the hair with clippers, shears, or razor	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
6. Taper the hair with clippers, shears, or razor	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
7. Layer the hair with clippers, shears, or razor	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
8. Thin the hair with thinning shears, shears or razor	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
9. Outline the hair with clippers, shears, or razor	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
10. Clean (edge) the neck with clippers or razor	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0

11. Perform children's haircuts	5	4	3	2	1	0	5	4	3	2	1	0
12. Perform ladies' haircuts	5	4	3	2	1	0	5	4	3	2	1	0
13. Perform men's haircuts	5	4	3	2	1	0	5	4	3	2	1	0
14. Dress the hair	5	4	3	2	1	0	5	4	3	2	1	0

CATEGORY B: Perform Hairstyling

1. Comply with required sanitary procedures	5	4	3	2	1	0	5	4	3	2	1	0
2. Protect patron	5	4	3	2	1	0	5	4	3	2	1	0
3. Consult with patron	5	4	3	2	1	0	5	4	3	2	1	0

SAMPLE LETTER TO HELP DETERMINE PARTICIPANTS

Date

Dear Professional _____:

We thank you for the taking valuable time to assist us in this project by completing a survey relating to _____.

Your response will be confidential. Only group responses will be reported.

Please enter your name and address in the space below so that we may have a record of persons surveyed and that we can send you a copy of the completed report.

(Name)

(Address)

(City, State, Zip Code)

SAMPLE COVER LETTER

Date

Dear Professional _____:

The Regional Delivery System _____ is conducting a survey for the purpose of developing an analysis of _____. We have requested the Board of Education in your area to nominate well-qualified professionals to assist us with this important research program. Your Board has determined that you meet the standards of our selection criteria and has nominated you to participate in the survey. By nominating you, that Board has recognized you as one of the most capable professionals in your area.

We are committed to the development of improved training material for _____, a job-related training program for _____, and the administration of a certified job/task related examination for licensing _____.

We request that you take the time now or within the next five working days to complete the enclosed survey. Your response to the survey will contribute significantly to our research effort and more importantly will help improve the program for the licensing of barbers. Your response will be kept confidential and only group responses will be reported.

Your assistance as a professional _____ will be appreciated; and if we can ever be of assistance to you, please feel free to call on us.

Very truly yours,

PROCEDURE CHECKLIST

The following procedure for conducting a survey is in chronological order. It is an aid to assure a high return of complete, valid data.

SURVEY PROCEDURE	CHECK WHEN COMPLETED
1. Identify the sample to be surveyed.	
2. Outline the objectives of the survey and the tasks to be accomplished.	
3. Develop a timetable for completing the survey.	
4. Appoint a committee to assist with the survey.	
5. Select the sample to be surveyed.	
6. Develop the questionnaire.	
7. Develop the cover letter or covering directions.	
8. Meet with data processing people to discuss coding the questionnaire.	
9. Try out (pretest) the questionnaire.	
10. Revise the questionnaire, if needed.	
11. Meet with data processing people to code the questionnaire.	
12. Conduct the survey.	
(a) Develop a schedule for sending surveys and reminder cards.	
(b) Mail first cover letter and questionnaire.	
(c) Send thank-you/reminder cards (after one week).	
(d) Send second cover letter with questionnaire (after second week).	
(e) Place telephone calls to non-respondents (optional).	

SURVEY PROCEDURE

CHECK WHEN COMPLETED

(f) Visit non-respondents (optional).

13. Tabulate the data.
14. Analyze the data.
15. Interpret the data.
16. Prepare a report of the findings.
17. Disseminate findings.

WORKER INTERVIEW/SHADOWING

The worker interview and shadowing technique is a good method for obtaining primary data. It is one of four methods recommended by the Illinois State Board for task list verification.

Worker Interview/Shadowing

This method is a combination of two techniques--personal interview and observation. The combination is a technique for following, observing, and interviewing workers to determine tasks performed in a specific job.

The interview aspect involves questioning employees about duties and tasks. A job information worksheet to be completed by the interviewer facilitates interviewing. The items included on the worksheet are similar to the items included on a questionnaire, and are written and arranged in such a way that the interviewer can check responses given. Accuracy and completeness of information can be increased by reading the employees' responses back to them for confirmation.

The shadowing aspect of this method involves observing employees performing their jobs at work stations. The job analyst records observations on a job observation sheet, which includes many of the same items found on the questionnaire or on-the-job information worksheet.

The worker interview/shadowing technique can be implemented only when arrangements have been made and times have been scheduled for interviews and observations.

Pros and Cons

Familiarity with advantages and disadvantages will help you decide whether worker interview/shadowing is useful for task verification.

Pros:

- * First-hand information. The face-to-face situation provides opportunity for exchange of thoughts and observation of facial, physical, and vocal reactions.
- * Staff development. The staff becomes involved in the process by developing interview questions, identifying participants and participating in a session that emphasizes the importance of and ways to establish interviewer/employee rapport.
- * New occupations with few workers. The indepth approach of the technique allows abundant data to be collected from a few employees.

- * Multiple ratings. In addition to information relating to performance frequency, importance of task, and criticality, the method is good for collecting judgments and attitudes.
- * Indepth information. The method generates abundant information. Any misunderstandings can be quickly clarified.
- * Flexible/adaptable to the individual. The one-to-one situation allows adjustments in schedules, questioning, and observation. This is important because some questions may be interpreted as threatening and observation can cause the employee to feel uncomfortable. When either situation develops, the interviewer can initiate ways of minimizing the adverse conditions.
- * Clarity of response. Any ambiguities, misunderstandings, and misinterpretations can be corrected quickly with additional prompting and probing. Questions are asked until both parties reach an understanding.
- * Abundance of information. The technique generates a lot of data. If a qualified analyst is not available to synthesize and interpret the data, this can have negative effects.

Cons:

- * Expensive. The method involves a lot of staff time. The one-to-one situation for interviewing and observing requires large segments of time of both parties. Synthesizing and analyzing data is also time consuming.
- * Requires research and questioning skills. The success of the method is dependent upon ability to establish rapport, make use of conversation, analyze essential points of the interview, record data accurately, and interpret and report data.
- * Small sample. It is critical to select the most appropriate people if an accurate verification of tasks is to be accomplished.
- * Requires cross-validated. The small number of workers interviewed and shadowed makes the data vulnerable thus, the data should be validated with other sources of information.
- * Bias/affected by interviewer. The interviewer's manner of questioning and observing including the presence/absence of non-verbal behavior can influence the responses of the worker.
- * Subject to Hawthorne Effect - response and performance. When workers are interviewed, they tend to respond the way they think the interviewer desires, or the way they should. When

workers are observed, they may perform tasks differently, i.e. more quickly, safer, accurately, than normally.

- * Limited public relations value. The public relations impact is not as great because the number of workers involved is very small. However, this is compensated to a degree by face-to-face involvement.
- * Data difficult to tabulate. Difficulties occur in separating data, standardizing responses, and interpreting data.
- * Working condition--dangerous. The work area and/or job may be dangerous. Special permission, clothing, etc. may be required.

Guidelines/Steps

Because the worker interview/shadowing technique is a combination of two collection methods, two lists of guidelines are appropriate.

Worker Interview Guidelines

- * Design questions. Use unstructured or semi-structured questions which require a response or answer. Structured questions require the person to select from given alternatives.
- * Clearly word questions. Check the wording of each question to make sure different interpretations cannot be made. "Trying out" the questions on other people prior to use is helpful and assures clarity.
- * Sequence questions. Think through the order of asking questions. Questions may range from easy to difficult, impersonal to personal, simple to complex.
- * Prompt/probe for clarification. If a question or answer is not understood, prompt or probe the individual until both parties understand. This is an outstanding feature of the interview technique.
- * Keep interview brief. A time line should be identified and adhered to. The use of predetermined questions helps.
- * Define terms, when necessary. It is helpful to have an understanding of key terms at the beginning. Throughout the interview it may be necessary to define specific terminology. This is true for both parties.
- * Avoid questions based on assumptions. Questions such as "How you have done task verification in the past?" is based on the assumption the worker has been involved in the activity.

Worker Shadowing Guidelines

- * Decide on most appropriate job. This is critical because the technique is very time consuming and expensive.
- * Determine which person(s) to shadow. Time, money, and energy should not be wasted by shadowing people not representative of the job.
- * Determine standards for shadowing. No worker works alone or uninterrupted. Decide, prior to the shadowing, how interruptions and interactions with other people will be handled and recorded.
- * Determine standard time to shadow. The workload varies during the work period and week. Shadowing should reflect the essential tasks necessary to perform duties of the specific job.
- * Decide on the length of time. The important point to remember is that job shadowing should be as long as necessary to collect information. The length of time may vary from a few hours to a few weeks.
- * Method for recording information. Decide how the information will be recorded. Checklists or rating scales are helpful. However, they must be identified or developed prior to shadowing.

SAMPLE DISCUSSION QUESTIONS

What tasks are performed by you?

How important is each task?

How often do you perform the tasks?

If you were to train a worker for the job, which tasks
would you consider basic to the job performance?

Do other workers doing the same job perform the same
tasks as you do?

Is the equipment/tools used considered the best?

SAMPLE RATING INSTRUMENT

Instructions: Below are two main columns -- Importance of Task and Frequency of Performance. For each task listed, indicate the importance and frequency of entry level by circling the appropriate number under each column.

Task Statement	Column 1 Importance			Column 2 Frequency of Performance		
	Ess.	Imp.	Not	Fre.	Some	Nev.
Use hand/power tools	3	2	1	3	2	1
Select proper tools	3	2	1	3	2	1
Use tools safely	3	2	1	3	2	1
Use basic hand tools	3	2	1	3	2	1
Operate hand power tools	3	2	1	3	2	1

Recording Responses

Either writing response or using a cassette recorder are acceptable means of recording information during interviews. Regardless of method chosen, remember to do the following at the beginning or during the interview process:

Establish rapport and put worker at ease.

Explain purpose of the interview and use of information.

Explain how the responses will be recorded.

Assure confidentiality of responses.

If threatened by question, move to other questions then return to threatening question.

Written

Record responses in space provided after each question, during the interview, or shortly after completion of interview.

If recorded long after interview, responses may not be as accurate.

Recording during the interview slows the process and may make the person nervous. (So have a good form.)

Cassette Recorder

Mechanical recording is more objective and efficient.

Using a recorder allows interview to move quickly and responses are recorded exactly as given.

Interviewees may be nervous at first. They tend to forget about recorders as interviews progress. (So assure confidentiality at beginning.)

APPROPRIATE USE OF WORKER INTERVIEW/SHADOWING

The interview method of gathering job information is appropriate in the following situations:

1. The number of employees whose jobs are to be analyzed is quite small.
2. The job analyzed is quite complicated. The interview method enables the interviewer to ask the employee questions until he or she sufficiently understands the question.
3. It is useful for the interviewer to observe the job while talking with the employee about the job.
4. The job being analyzed largely comprises human relations and personality factors.

The primary advantage of the interview method is that it aids the job analyst in collecting all the desired facts about a particular job. Incomplete or omitted information, which may be a characteristic of the questionnaire method, is partially overcome by the interview method.

A disadvantage of the interview method is the time consuming task of talking with each of the employees. Furthermore, unless rapport is readily established between the interviewer and the employee, the completeness and accuracy of the employee's responses may be affected.

The worker shadowing method is appropriately used in the following instances:

1. The nature of the job prohibits the employee's absence from his or her work station.
2. Because of the complexity of the job, it is difficult for the analyst to analyze the job on the basis of information gathered through a questionnaire or interview.
3. The number of jobs to be analyzed is small.

The primary advantage of the observation method is accuracy of the information gathered by the analyst. This method does not depend on employee responses. In addition, the analyst is able to observe the employee for as long as needed without interrupting work flow.

The major disadvantage of this method is the time consuming process of gathering information. Another disadvantage is uncomfortable feelings some employees experience while being observed.

Summary

The total effort to upgrade Education for Employment programs requires involvement and commitment on the part of instructors and administrators. During the next year, the Illinois State Board of Education/Department of Adult, Vocational and Technical Education will provide technical assistance and inservice training to assist in initiating program development and updating process with task list verification.

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DEVELOPING ARTICULATION AGREEMENTS FOR EDUCATION FOR EMPLOYMENT

Purpose

This section of Phase III provides information necessary for developing articulation agreements between education for employment system(s) and their respective community college district(s). This section of the Guidebook describes a rationale for articulation, provides an overview of the articulation process, and describes procedures for developing articulation agreements.

The emphasis on articulation emerged from the Policy and Administrative Plan for Education for Employment, adopted by the Illinois State Board of Education on December 13, 1984. The administrative plan specified that:

By July 1, 1987, secondary systems and the community college(s) must meet and define articulation agreements and/or cooperative arrangements to be addressed in the local plan for education for employment as a condition for state approval of plans and programs in Fiscal Year 1988. Agreements will provide for:

1. programmatic alignment and continuity in a given occupational area between secondary and post-secondary institutions,
2. transition of the student without unnecessary delay or duplication of effort from one institution to another in those occupational areas provided by both secondary and post-secondary institutions,
3. cooperation in joint use, where possible, of facilities, equipment, and staff, and
4. cooperative efforts in continuous planning, evaluation, and improvement of programs to serve both youth and adults as well as the area's economic needs.

Administrators, instructors, counselors, and representatives from commerce, industry and labor may all be involved in the articulation process. As partners in education, they share common goals and concerns.

Overview

In this Guidebook, vertical articulation is defined as a process for coordinating programs and services among the different education for employment agencies, e.g. high schools, area vocational centers, and community colleges. The articulation process involves agencies in identifying responsibilities and resources which can be shared to support the principle of quality, access and efficiency in the education for employment program. Articulation can enhance coordination between community colleges and secondary education for employment systems to foster excellence in vocational and technical education.

Forms of Articulation

In Illinois, articulation is viewed from two different perspectives, either comprehensive or specific. A comprehensive articulation perspective suggests the need to coordinate all education for employment programs and services. This might include an agency-wide agreement between a college and a secondary education for employment system. A specific articulation perspective refers to unique education for employment programs and/or services. This might include an articulated 11-14 information processing program. Whether comprehensive or specific in nature, articulation may be either vertical or horizontal. Vertical articulation refers to communication and coordination of education for employment programs from K-adult levels. Horizontal articulation refers to communication and coordination of education for employment programs and services at the same educational level.

Articulating education for employment programs and services both vertically and horizontally insures efficient and effective communication and coordination. As articulation is recognized as an ongoing process to be infused within the educational process, it will require local commitment and support.

Articulation Agreements

An articulation agreement is a written agreement which delineates ways which agencies will share responsibilities and resources in the interest of serving students. Appendix A includes provisions which should be addressed in the comprehensive articulation agreement. The articulation agreement documents how agencies will coordinate education for employment programs and services. Appendix B includes sample comprehensive articulation agreements. During this year, emphasis should be placed on developing comprehensive articulation agreements. Plans for specific articulation agreements should be developed after July 1, 1987.

Agencies may enter into specific agreements to document what and how unique education for employment programs and services will be coordinated. The specific articulation agreements may address such areas as occupational programs, equipment, facilities and personnel. Examples of specific agreements are included in Appendix C. Further examples may be obtained from The National Center for Research in Vocational Education publication Avenues for Articulation - Coordinating Secondary and Post-Secondary Programs, The Ohio State University, Columbus, Ohio.

Both comprehensive and specific articulation agreements must be detailed enough to establish what will be articulated and yet flexible enough to assure that it will accommodate local needs. An important feature of these agreements is provisions for annual review, revision and renewal. After agreements are formalized, they should be disseminated and explained to appropriate personnel and clientele groups so that opportunities established will be utilized. Each education for employment system should develop agreement(s) unique to clientele needs and resources in the region.

The three important principles which were addressed in the Policy Statement for Education for Employment Systems should be considered when articulation agreements are developed. These are quality, access, and efficiency.

Quality: High quality programs should result from careful management of several kinds of resources. Major ones of these are well organized curricula aligned with the job market, teachers and counselors who are fully knowledgeable of on-the-job practices, state-of-the-art facilities and equipment, and functioning relationships with employment sectors.

Access: Students should have expanded opportunity to participate in programs in keeping with their immediate and long-term needs and abilities. Students should have education for employment alternatives across the vocational spectrum and along the responsibility ladder.

Efficiency: Education for employment programs and support services should be cost effective. Some of the indexes of effectiveness should be minimum expenditure for planning/evaluation and other management/administration functions, enrollments large enough to merit costs and not so large that they deter learning effectiveness or probability of job placement, and sharing of resources such as facilities and personnel.

Benefits of Articulation

Major benefits of articulation to each participating agency involved must be clearly perceived. Articulation requires effort, time and resources. If all agencies involved see advantages to participation they will be more willing to contribute. Articulation outcomes must be worthy of the resources invested.

Well coordinated programs at several levels make for less duplication, multiple exit points and greater skills and knowledges. Articulation saves students, educational agencies, and employers time and money. Effectiveness could be enhanced by secondary and post-secondary teachers working together to review, upgrade, and update instruction. Articulation also helps high school teachers see how students who continue benefit in community colleges. Teachers and administrators value articulation as important to recruiting and public relations. Students better understand career patterns and advantages of continuing their education. Furthermore, students' self-concepts are enhanced, and they are more apt to pursue college as a viable and attainable alternative. Finally, well articulated programs foster development of higher-level competencies, better aligned with employer demand.

Procedures For Developing Comprehensive Articulation Agreements

The Illinois State Board of Education's Policy and Administrative Plan for Education for Employment emphasizes community college districts to work with the secondary education for employment regional systems to develop comprehensive articulation agreements. To assist in this effort, the Illinois State Board of Education is awarding grants to community college districts during Fiscal Year 1987.

Additionally, secondary education for employment systems will address articulation in planning grant application activities during Fiscal Year 1987. Although articulation activities at the secondary and post-secondary levels are being funded through separate grant applications, staff from both levels should coordinate articulation activities and work simultaneously in their implementation.

The following are sequenced procedures for developing comprehensive articulation agreements:

1. Plan Articulation Strategies
2. Develop Draft Comprehensive Articulation Agreement
3. Implement Comprehensive Articulation Planning Process
4. Finalize Comprehensive Articulation Agreement

1. Plan Articulation Strategies

Each community college president and board of control for the education for employment systems should identify an individual who will have major responsibility for coordinating articulation activities and overseeing implementation. These individuals should already be employed in the community college district or education for employment system to ensure that articulation processes are institutionalized into the existing organizational structure. They should be decision-makers who are able to consult with the community college president and education for employment system board of control as needs arise. Additionally, these representatives should be neutral regarding occupational areas. At the community college level, it is recommended that the Dean of Instruction/Vocational Education or Vocational Plan Writer be identified as the articulation coordinator. At the secondary level, it is recommended that the Planning Grant Director be identified as the articulation coordinator.

The community college articulation coordinator should then identify what education for employment regions are included within the community college district service area and work with those planning grant directors. The articulation coordinators should develop a framework for establishing a formal communications process within, and between, the community college district and the education for employment system(s). Both the community college district and the education for employment system(s) are encouraged to establish internal permanent articulation, steering committees composed of administrators, department leaders, instructors and student services personnel to aid in planning and implementing articulation activities.

Next, the articulation coordinators should develop an Articulation Action Plan. This plan should delineate tasks, activities, responsible persons and timelines necessary to address provisions in the Articulation Planning Outline.

Finally, the articulation coordinator should determine how and when the following groups will be oriented, updated and consulted as the articulation process is planned and implemented:

1. Boards of Control/Trustees/School Boards
2. Administrative Councils
3. Department Leaders
4. Instructors
5. Student Services Personnel
6. Advisory Councils

2. Develop Draft Comprehensive Articulation Agreement

Using the Articulation Planning Outline (Appendix A), sample comprehensive agreements (Appendix B), the National Center materials, and this Guidebook as references, the articulation coordinators should develop a draft comprehensive articulation agreement. This agreement should document what processes exist or what processes will be initiated between and within the community college district and the education for employment system(s) to ensure that the outcomes in the Articulation Planning Outline are accomplished. The draft comprehensive articulation agreement should be shared with internal steering committees, and others as appropriate, at both levels for input.

After the articulation coordinators have finalized the draft comprehensive articulation agreement, it should be disseminated to administrators, instructors, and advisory council members.

3. Implement Comprehensive Articulation Planning Processes

New processes documented in the comprehensive articulation agreement should be pilot tested to ensure they accomplish desired outcomes. Existing processes should also be evaluated for their effectiveness. With the involvement of the internal steering committees, the articulation coordinators should monitor and evaluate the pilot test, and then modify the planning processes accordingly.

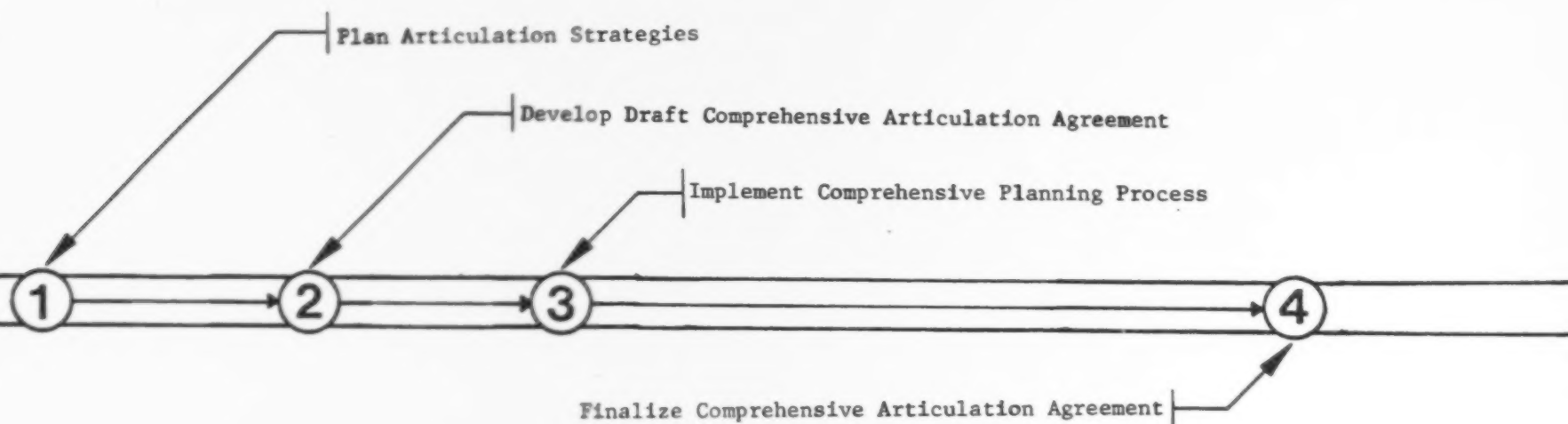
4. Finalize Comprehensive Articulation Agreement

The comprehensive articulation agreement should be revised to reflect any changes made in the planning processes as a result of the pilot test. The comprehensive articulation agreement should then be approved and signed by the community college president and the board of control for the education for employment system(s).

Throughout the planning and implementation of articulation activities, community college and education for employment personnel should be reminded that articulation is a continuous process. It is a partnership effort which should include everyone involved in the educational process.

COMPREHENSIVE ARTICULATION AGREEMENT DEVELOPMENT

JULY 1 AUG. SEPT. OCT. NOV. DEC. JAN. FEB. MAR. APRIL MAY JUNE 30



Summary

Technical assistance for developing an articulation agreement may be obtained by contacting your Regional Vocational Administrator in the Program Approval and Evaluation Section or an Occupational Consultant in the Consultant Services Section of the Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

Avenues for Articulation: Coordinating Secondary and Post-Secondary Programs available from The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210-1090, 1986, is a helpful resource in developing articulation strategies.

Articulation begins with leadership and commitment at the top, but must involve all who will be affected. Board of Control/trustees/school boards, administrative councils, and instructional staff must be informed as procedures are developed. Department leaders, instructors, student service personnel and advisory councils must be informed early in the process. Relationships must be based on respect and trust. All relevant persons must understand the benefits. Open communication is basic. Start small and build. Task orientation and acknowledgment of accomplishments are essential.

APPENDICIES

APPENDIX A

RECOMMENDED ARTICULATION OUTLINE FOR
COMMUNITY COLLEGE DISTRICTS AND THE SECONDARY
EDUCATION FOR EMPLOYMENT

Recommended Articulation Outline for Community College
Districts and the Secondary Education for Employment

I. Statement of Purpose or Philosophy

This provision should reflect the spirit of cooperation and should address the following questions.

- A. What is the purpose of articulation?
- B. Who is to be served?
- C. What results are anticipated?

II. Programmatic alignment and continuity in a given occupational area between secondary and post-secondary institutions.

The provision should address, but not be limited to, establishing processes which would lead to the following outcomes:

- A. How to determine what occupational areas, including joint and separate programs, warrant programmatic alignment and continuity.
- B. How to validate, develop, and update curriculum using worker tasks with involvement of the employment community.
- C. How to sequence instruction between the secondary and post-secondary institutions.

III. Transition of the student without unnecessary delay or duplication from one institution to another in those occupational areas provided by both secondary and post-secondary institutions.

This provision should address, but not be limited to, establishing processes which would lead to the following outcomes:

- A. How to determine provisions by which college and other credit may be awarded for high school learning and life experiences.
- B. How to coordinate student services areas, including but not limited to:
 - 1. Guidance and counseling
 - 2. Transfer of student records
 - 3. Placement services
 - 4. Student follow-up procedures
 - 5. Delivery of services to special populations
 - 6. Involvement with other agencies

7. Recruitment of youth and adults.

IV. Cooperation in joint use, where possible, of facilities, equipment, and staff.

This provision should address, but not be limited to, establishing processes which would lead to the following outcomes:

- A. How to identify programs in which it is feasible to share resources.
 - B. How to identify ways in which resources will be shared.
 - C. How to develop arrangements for using shared resources.
 - D. How to coordinate involvement of members of employment communities as resources, e.g., shared use of equipment, staff exchange programs, teacher internships, and equipment donations from the employment community.
 - E. How to identify and share personnel in a coordinated effort, where appropriate.
- V. Cooperative efforts in continuous planning, evaluation, and improvement of programs to serve both youth and adults as well as the area's economic needs.

This provision should address, but not be limited to, establishing processes which would lead to the following outcomes:

- A. How to establish coordination procedures to foster articulation?
- B. How to establish an occupational program planning process based on current and projected local labor market needs and student interests?
- C. How to plan, evaluate, and improve programs?
- D. How to develop and implement a coordinated public relations program?
- E. How to identify fiscal matters that should be considered in implementing the articulation agreement?
- F. How to identify other agencies in which working relationships should be established and how they should be involved, e.g., JTPA, Community Based Organizations, etc.?

APPENDIX B

COMPREHENSIVE ARTICULATION AGREEMENT SAMPLES

Comprehensive Articulation Agreement Samples

- I. Statement of Purpose: The purpose of this articulation agreement is to provide a mechanism tht will enable students from the _____ Regional Vocational System to continue their education/training at _____ Community College, with a coordinated curriculum that assures continuity in instruction and eliminates duplication of training experiences.
- II. Occupational Program Alignment: A program committee, with membership from the _____ Regional Vocational System, _____ Community College, and representatives from the private sector, will discuss and identify training programs and services that can, and should, be articulated. The committee shall consider, and make recommendations to the Executive Committee, issues relating to:
- A. Similar regional system and community college offerings.
 - B. Offerings at only the community college, or the regional system that have potential for coordination at the other level, and
 - C. Programs not now provided at either level, but based upon verified labor market data, show potential employment for completers.

Worker task lists will be developed for all current and planned training programs, and validated through the involvement of local joint advisory committee members. _____ Regional Vocational System and _____ Community College instruction will be sequenced, based upon validated worker tasks.

Specific program committees made up of regional vocational system instructors, community college instructors, and advisory committee members will meet at least quarterly to discuss, develop, and agree upon a coordinated curriculum that will contain sequenced instruction from secondary beginning to post-secondary completion.

III. Student Transition

The transition of the student from the _____ Regional Vocational System into _____ Community College, without unnecessary delay or duplication in his/her training program, shall be the major objective of participants in this articulation agreement.

The program committee shall determine a provision by which:

- A. College credit may be awarded for high school learning.
- B. Secondary level and post-secondary level instructional units will be determined.
- C. Secondary level students will transition into post-secondary training with no break in continuity.

- D. Post-secondary students may acquire skills only provided in the secondary level setting, and
- E. A student may leave a training program prior to completion, with marketable employment skills.

Student services personnel from each participating district in the _____ Regional Vocational System and _____ Community College, will function as a committee to develop a system of coordinated student services. Quarterly meetings will be held to address the following components of a comprehensive system of student services:

- A. Guidance and counseling.
- B. Transfer of student records among districts within the system and to the community college.
- C. Program and job placement service.
- D. Coordinated student follow-up procedures.
- E. Delivery of services to special needs populations.
- F. Involvement with other agencies.
- G. Recruitment of youth and adults.

Recommendation for implementation of the system will be made to the Executive Committee.

IV. Joint Use of Facilities, Equipment, and Staff

The principles of quality, access and efficiency will be prime considerations when determining program location, use of facilities/ equipment and staff utilization.

The program committee will survey all training facilities, equipment and instructional staff members, and make assessments based upon validated worker tasks which will be taught. Upon assessment, the committee will:

- A. Identify programs where it is feasible and/or necessary to share instructional facilities and equipment in order to make the offering available to students.
- B. Develop logistical and financial arrangements for the sharing of facilities and equipment.

The program committee will determine instruction that should be provided but for which the resources of facilities, equipment and staff are not available within the _____ Regional Vocational System and _____ Community College. The

committee must consider and investigate the potential for partnership with local business and industry, that could provide for the following:

- A. Possible use of business/industry facilities to provide instruction.
- B. Sharing of current generation equipment.
- C. Use of business/industry personnel with proper certification, as training instructors.
- D. Utilization of business/industrial settings for instructor internships, and
- E. Donations of current generation equipment.

Providing required instruction in an efficient manner may require the sharing of instructional staff between the Regional System and the Community College. A program committee will identify staff that can be appropriately shared to provide instruction at both levels of the articulated curriculum.

Planning, Evaluation, and Program Improvement

Continuous planning, evaluation and program improvement activities will become an integral part of the articulation effort. Coordinated activities to foster articulation will include:

- A. Joint staff meetings of individual program instructors to discuss, and update where necessary, curriculum content and instructional methods.
- B. Written communication within the system and the community college, via regular newsletters.
- C. Public relations efforts by boards of education, board of trustees, advisory committee members, secondary and post-secondary administrators, and instructors to relate the positive aspects of program articulation, and
- D. Joint program advisory councils will view and discuss specific offerings as one comprehensive training effort.

Evaluation of program content in response to updated labor market information will be conducted annually and curriculum change implemented accordingly.

An executive committee will determine arrangements for financing instruction that will be provided jointly by districts within the regional vocational system and between the system and the community college. Considerations will include:

- A. Shared instructional costs.
- B. Most efficient utilization of facilities and staff.
- C. Transportation routes for maximum efficiency.
- D. Identification of potential outside sources of equipment and training funds. (JTPA, DCCA, Private Industry, etc.)
- E. Plans for seeking funds and equipment from outside sources.

This agreement will be reviewed on an annual basis by the President of _____ Community College and the Administrative Agent of the _____ Regional Vocational System. The agreement may be terminated by either party with 30 days written notice.

President

Administrative Agent

Community College

Regional Vocational System

Date

Date

APPENDIX C

SPECIFIC ARTICULATION AGREEMENT SAMPLES

Specific Articulation Agreement Samples

_____ Community College District # _____ and _____
_____ Regional Education for Employment System do hereby enter into an
agreement that provides for course credit in program areas listed on the
attached for _____ Regional Education for Employment System
students who qualify under the terms and conditions agreed upon for these
specific programs.

Course credits shall be granted by _____ Community College
toward a degree or certificate required for a specified program offered
through the college. No fees will be assessed to the student acquiring
this credit through completion of a regional program under the terms and
conditions required for that program area. Students involved in
proficiency testing will be responsible for fees in accordance with current
_____ Community College proficiency policy.

This agreement shall be subject to annual review and modification through
mutual agreement of both parties. When specific programs or course
competencies are revised, it shall be the responsibility of the institution
initiating the change to notify the other institution of the same. Such
modifications will not jeopardize students currently enrolled in programs
covered under this agreement.

This agreement may be terminated during the summer session of any year by
either the _____ Community College Board of Trustees or the
_____ Regional Education for Employment System Board of
Control.

Both participating institutions may publish information regarding this
agreement.

Community College District # _____

Regional Education for
Employment System

By: _____
Vice President

By: _____
Chair, Board of Directors

Date: _____

Date: _____

By: _____
Division Coordinator

Date: _____

COMMUNITY COLLEGE AND

REGIONAL EDUCATION FOR EMPLOYMENT SYSTEM
PROGRAM ARTICULATION AGREEMENT
TERMS AND CONDITIONS FOR THE MACHINE TOOL TRADES (ISM) (IST)
(CERTIFICATE AND A.A.S. DEGREE)

Regional Vocational System students may receive credit for Machine Shop I (ISM 111) and/or Machine Shop II (ISM 112) as per criteria listed below. Up to six (6) credit hours may be earned toward a certificate or associate degree in Machine Tool Trades at _____ Community College.

Completion of competencies contained in the course objectives of ISM 111 and ISM 112, offered at _____ Community College, will take place through the _____ Regional Vocational System and will be evidenced by:

- A. completion of _____ Regional Vocational System Machine Shop Program with an average letter grade of an A or B,
and
- B. achievement of those competencies hereto attached.

Any _____ Regional Vocational System Machine Shop Program completer who has successfully met requirements A and B listed above will receive the appropriate credit for Machine Shop I (ISM 111) and/or Machine Shop II (ISM 112).

A proficiency exam will be made available through _____ Community College for those students not meeting the criteria identified in A and B listed above.

_____ Community College District # _____	_____ Regional Education for Employment System
By: _____ Program Coordinator	By: _____ Machine Shop Instructor
Date: _____	Date: _____
By: _____ Division Chairperson	
Date: _____	